



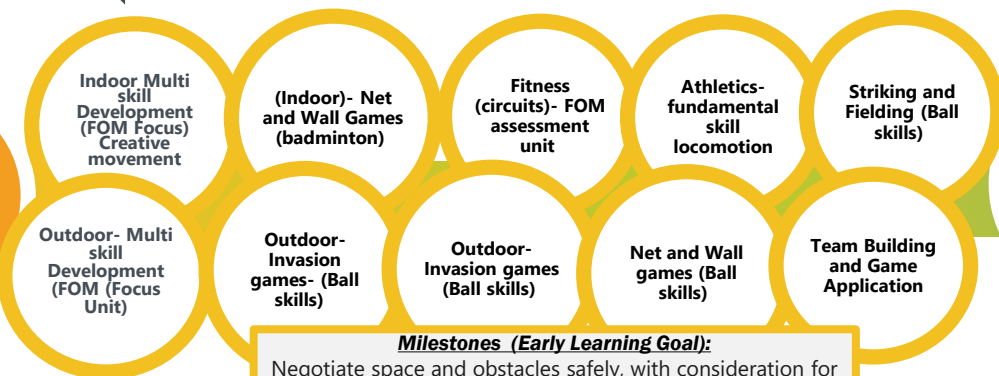
EYFS – Physical Development

Fundamentals of Movement (FOM)

Fundamentals Movement Skills

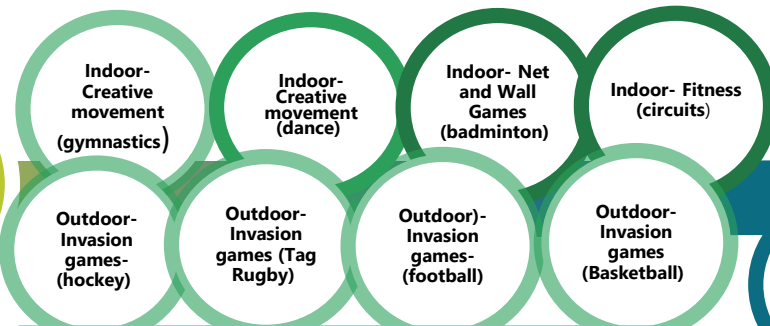
Healthy Participation

EYFS

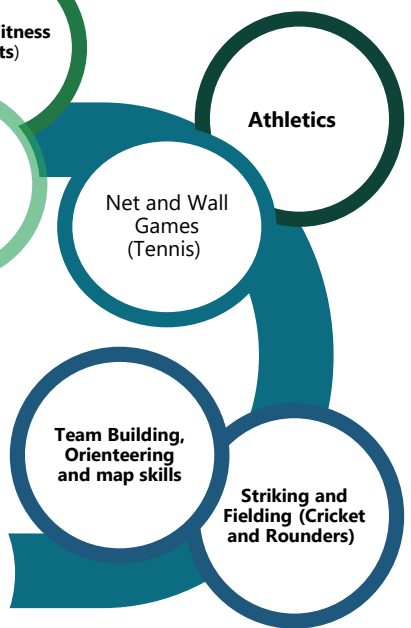


Milestones (Early Learning Goal):
 Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing

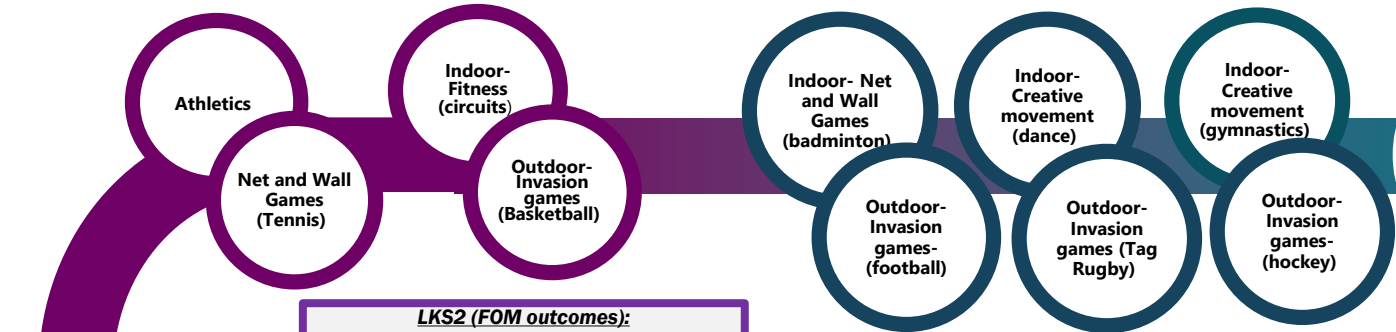
KS1



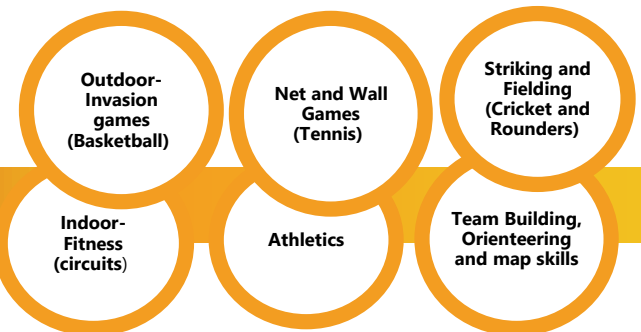
End of Key Stage 1 (FOM outcomes):
 Balance in more challenging activities with some success; show an increased ability to change body position and shift body weight and change direction whilst running at speed; show control over different parts of the body, moving with more well-developed grace and fluency



LKS2

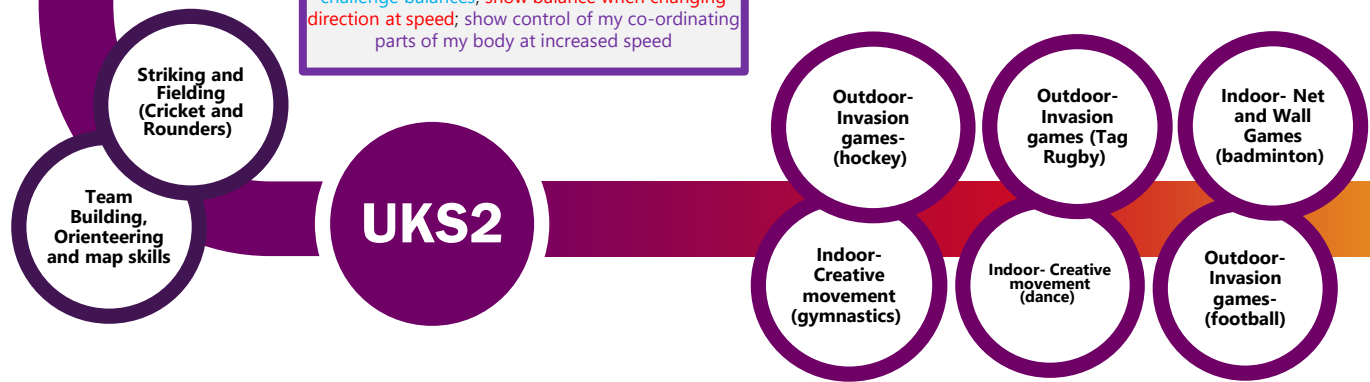


LKS2 (FOM outcomes):
 show control whilst completing activities which challenge balances; show balance when changing direction at speed; show control of my co-ordinating parts of my body at increased speed



UKS2 (FOM outcomes):
 how and explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a difficult movement; sprint and change direction with maintaining balance using all my body parts; move my lower half while shifting my upper body with clear co-ordination at speed

UKS2



Physical Education Roadmap (2024-25)

The core aims of our curriculum- based on the **National Curriculum 2014** are for pupils to:

- develop competence to excel in a broad range of physical activities
- lead healthy, active lives
- be physically active for sustained periods of time
- engage in competitive sports and activities

The four pillars of development that are built throughout the curriculum and individual pupils are continually assessed against are:

- Fundamentals of movement (**agility**, **co-ordination** and **balance**)
- Fundamental movement skills e.g. locomotion and sending and receiving
- Healthy participation
- And games, rules and tactics

Each unit of work is repeated every year to ensure substantive and procedural knowledge is layered upon and embedded- developing secure schemas for all pupils