

Physical Development at Kiveton Park Infants

Fundamentals

		Foundation	Year 1	Year 2
- Locomotion	Walking	Walking in groups, different directions, at different levels, time and energy	Space awareness, creative walking, walking in different ways with expression	Walking to a changing rhythm and at different speeds.
	Running	Space awareness (directions and levels) and body awareness (time and energy).	Quick starting, fast running and evading	Quick starts, running for speed, quick turning and evading a chaser
	Dodging	Changing direction and moving in general space. Avoid stationary taggers, changing direction and speed.	Avoid a moving chaser, dodging, swerving, evading and relationships (with others).	Dodging, defending, attacking and space awareness.
	Jumping	Jumping for distance, in varying directions and levels, creative ways and with others. Jumping for height, in different levels and directions, and in personal and general space.	Jumping for distance, landing and body awareness. Jumping, leaping, running and space awareness.	Jumping rhythmically, springing and relationships (with others) Jumping off obstacles.
	Hopping	Hopping through different pathways, levels and qualities (e.g. fast, soft), and relationships (with equipment and partner).	Hopping for distance, static and dynamic balance, and landing safely.	
	Skipping	Exploring skipping through different pathways and levels, skipping to a rhythm, and relationships (with others).	Movement techniques/concepts Skipping and space awareness (direction and personal space).	

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Object control	Throwing and catching	<p>Big balls - Exploring passing, throwing, catching and rolling, time and energy, and body awareness.</p> <p>Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others)</p> <p>Small balls</p> <p>Exploring underarm throwing, space awareness (direction) and relationships (with others).</p>	<p>Big balls</p> <p>Catching a ball rolled or thrown from different angles and levels and at different speeds.</p> <p>Catching a ball approaching at different levels, angles and at different speeds, passing and throwing.</p> <p>Small balls</p> <p>Throwing overarm, space awareness (levels and direction), time and energy, and relationships (with others)</p> <p>Throwing a ball for accuracy and distance, and fielding a thrown ball.</p>	<p>Big balls</p> <p>Quick passing, running, and reaction time, relationships (with others).</p> <p>Throwing a ball at a moving target, passing, dodging, evading and space awareness</p> <p>Small balls</p> <p>Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.</p> <p>Throwing at a moving target</p>
	striking techniques using hands.	Bouncing, dribbling, space awareness and moving at different speeds.	Bouncing a ball in a stationary position, throwing a large ball in different directions.	Striking upwards with the hands, space awareness (directions and levels), relationships (with objects), body awareness, and time and energy.
	striking techniques using the feet			
	Striking and controlling a ball with an implement	<p>Bouncing, balancing and striking a ball with a bat/racquet, space awareness, (levels and pathways), and relationships.</p> <p>Bouncing and striking a ball a with a bat/racquet while running.</p>	<p>Controlling a ball with a hockey stick, pushing and hitting a stationary ball, space awareness, body awareness, time and energy, and relationships (with others).</p> <p>Dribbling with a long implement, trapping a moving ball, stick, changing speed and direction.</p>	<p>Striking a ball up in the air, judging flight path, and moving to receive a ball.</p> <p>Underhand serve/strike with a short implement (bat/racquet) to target, and receiving a ball.</p>

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Gymnastics

	Foundation	Year 1	Year 2
Shapes	Straight, star, tuck, straddle and pike	As foundation plus front support, back support, dish and arch.	As Y1 but improve overall presentation and performance of all shapes.
Jumping and taking weight on hands	Jumping on spot.	Straight, star and half turn. Bunny hops and squat thrusts.	As Y1 plus tuck, straddle, pike, and full turn.
Rolling	Side rolls: log, egg and rocking in tuck.	As foundation plus rock in tuck to stand up, teddy bear roll, forward roll.	As Y1 plus backwards roll.
Balancing	Explore basic balances on large and small body parts	Introduce points and patches.	Introduce arabesque balance, crane balance, Y balance, V sit, shoulder stand
Sequences	Children choose 2 of their learned techniques and put them in a sequence	Children choose 3/4 of their learned techniques and put them in a sequence	
Apparatus	Small apparatus – mats and benches	As foundation but include larger apparatus such as tables and beams. Children taught how to safely get out/put away apparatus.	

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Dance

		Foundation	Year 1	Year 2
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.
	Counts of 8 and 32			Start to count out the phrases of 8 counts within the music on the regular beat correctly.
Team work, reviewing and understanding benefits	Working with others	Move confidently in a range of ways, safely negotiating space	Work with a partner or small group to copy or create a formation for the movements.	Work with a partner or small group to copy start and end positions.
	Formations	Work individually as a solo.	Work individually and with a partner - solo and duet.	Work with a partner or small group to copy or create formations for the movements.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.
	Understand the benefits of participating in Dance	Describe how my body feels before, during and after an activity.	Demonstrate how to exercise safely..	Describe how my body feels during different activities and explain what my body needs to keep healthy
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.		
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.		

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Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.		