

# PHYSICAL DEVELOPMENT AND MOVEMENT

## FOUNDATION STAGE

The minimum content for Physical Development and Movement is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

**Athletics:** Pupils should be provided with opportunities for activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.

**Dance:** Pupils should be given opportunities to respond to a variety of stimuli and the use of body movements to communicate ideas and express feelings.

**Games:** Pupils should be taught to develop games skills through a range of activities and using a variety of equipment.

**Gymnastics:** Pupils should be taught to explore, create, practice and improve body management skills.

Pupils should be enabled to:

- listen to and follow simple instructions/rules;
- take part in warm-up and cool-down activities;
- experiment with different ways of moving and exploring personal and general space;
- develop confidence, imagination and some understanding of safety through participating in a range of movement activities;
- develop body awareness through varying body movements in relation to shape, levels, pathways (straight/curved), directions, speed;
- use a range of small equipment to develop skills of rolling, pushing, patting, throwing, catching, aiming, hitting, kicking and passing;
- play/create/modify simple games;
- listen and respond to a range of stimuli;
- explore, refine and improve simple movements;
- create, practise, improve and perform simple movement sequences which have a clear beginning, middle and end;
- use a range of movement vocabulary to discuss actions;
- observe, describe and copy what others have done;
- lift, carry, place and store equipment safely, with adult assistance where appropriate.

## Progression

As pupils progress through the Foundation Stage they should be enabled to:

- move with control and co-ordination;
- move with confidence, imagination and safety;
- show an awareness of personal and general space;
- respond appropriately to instructions and to stimuli;
- travel, showing changes of speed, direction and level;
- develop controlled movement, understanding positional language;
- create, remember and perform simple movement sequences;

- use a range of small and large equipment appropriately;
- handle small tools, objects, construction and malleable materials safely and with increasing control;
- use appropriate language to talk about ideas, feelings and movements of themselves and others;
- begin to understand the importance of warm-up and cool-down activities before and after exercise;
- begin to understand the importance of physical activity for good health and the reasons that it is important to dress appropriately for physical activity;
- be aware of the effects of exercise on their bodies.