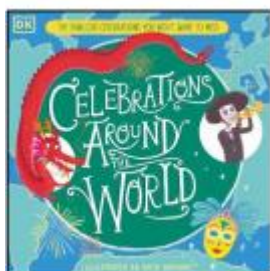
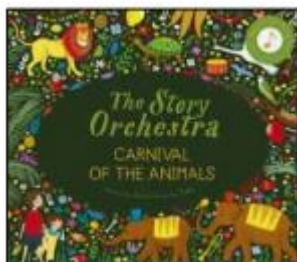




# Physical Education – EYFS – KS1

| Specific Area of Learning<br><b>Expressive Arts and Design</b> | <b>ELG<br/>Expressive Arts and Design</b>                                                                                                                                                                                                                                                        | <b>How this is achieved in EYFS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Key Vocabulary to be developed in EYFS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Physical Education KS1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                | <p>Being Imaginative</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>Using voices</p> <ul style="list-style-type: none"> <li>• Experimenting with your voice – loud / soft / high / low and making different noises, e.g. wheeeeeee, sssss, zzzzzz, oooooo</li> <li>• Lots of familiar, simple songs, rhymes and action songs.</li> <li>• Pitch and melodic shape of songs.</li> <li>• How to listen carefully to check the tune.</li> <li>• How to create songs of their own to known tunes.</li> </ul> <p>Playing instruments</p> <ul style="list-style-type: none"> <li>• How to explore sound makers and instruments, including how to make different sounds with them, e.g. bang. tap, shake and how to play them in different ways, e.g. by both shaking and tapping a maraca to make different sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Melody</li> <li>• In tune</li> <li>• Solo</li> <li>• Compose</li> <li>• Beat</li> <li>• Rhythm</li> <li>• In time</li> <li>• Volume</li> <li>• Tempo</li> <li>• Perform</li> <li>• Action songs</li> <li>• Rhythm</li> <li>• Respond</li> <li>• Opinion</li> <li>• Repeated rhythm</li> <li>• Share</li> <li>• Group</li> <li>• Solo</li> <li>• Explain</li> <li>• Respond</li> <li>• Performance</li> <li>• Emotions</li> <li>• Discuss</li> <li>• Evaluate</li> <li>• Patterns</li> <li>• Copy</li> </ul> | <p>KS1 Music</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>KS1 PE – Dance</p> <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns</li> </ul> |

Key texts:



- Dynamics – loud, quiet, soft, hard.
- Tempo – fast and slow
- Playing simple rhythms and patterns
- Keeping a steady beat
- Instrument names

Listening with concentration

- listening to songs and sounds and talking about them
- listening to music and explaining what you can hear
- listening to environmental sounds and explaining the sounds you hear
- how to listen to performances and express opinions about them (providing stem sentences, e.g. I liked / enjoyed xxx because)
- how to learn repeated refrains, songs and actions songs through repetition

Experimenting with sounds

- how to make repeating patterns with sounds/ tap out simple rhythms
- how to make different sounds with their voices,

- Repeat
- Show
- Respond
- Link / join (combine)



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|  |  | <p>e.g. wheeee, oooo. ssss, zzzz</p> <ul style="list-style-type: none"><li>• how to make sounds with everyday items, e.g. sticks on railings, banging pans together in the mud kitchen</li><li>• how to make sounds with different body parts</li><li>• how to make sounds with instruments and different parts of instruments.</li><li>• how to choose different instruments for different song / story sounds</li></ul> <p>Response, discussion and evaluation</p> <ul style="list-style-type: none"><li>• active listening to a variety of music / performance, describing how it makes you feel</li><li>• how to move to music, changing movement with the music, e.g. from fast to slow, loud to quiet.</li><li>• model how to respond to music using stem sentences, e.g. That made me feel ... because ... That was very loud ... It sounds like...</li><li>• model expressing preferences ... I liked it</li></ul> |  |  |
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|  |  | <p>when ... I didn't like it because ...</p> <ul style="list-style-type: none"> <li>• how to create movement and actions to stories and music</li> </ul> <p>Dance using simple movement patterns. (This overlaps with Physical Development but is important to acknowledge dance as a performance art in its own right.)</p> <ul style="list-style-type: none"> <li>• actions songs and how to create actions and movement</li> <li>• different movements for different emotions</li> <li>• how to move in different ways</li> <li>• how to move to the beat / rhythm, keeping time</li> <li>• simple dances that pupils can repeat</li> <li>• simple ring games that pupils can learn and play independently</li> <li>• how to express an idea through dance</li> <li>• how to link ideas together to make a dance</li> </ul> |  |  |
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