

## EYFS PE at Oldway

| PE                       |  |   |
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| Three and Four-Year-Olds | Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>  |
|                          | Physical Development                       | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> |
|                          | Expressive Arts and Design                 | <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>  |

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| Reception | PSED                       | <ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>   |
|           | Physical Development       | <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling      - running</li> <li>- crawling      - hopping</li> <li>- walking      - skipping</li> <li>- jumping      - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Know and talk about the different factors that support overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> </ul> </li> </ul> |
|           | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>   |

EYFS PE Curriculum follows Real Play, Real PE and Real dance developing skills which are built on through KS1.

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| ELG | Personal, Social and Emotional Development | Managing Self          | <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> |
|     |  | Building Relationships | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>  |

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|  | Physical Development       | Gross Motor Skills               | <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> |
|  | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>  |

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| Year 1 | Gymnastics                  | <b>Pupils are taught to:</b> <ul style="list-style-type: none"> <li>To form basic movements and gymnastic shapes.</li> <li>To explore movement actions with control and link them together.</li> <li>To explore travelling on benches.</li> <li>To explore movement actions with control and to link them together with flow.</li> <li>To choose and use simple compositional ideas by creating and performing sequences.</li> <li>To repeat and link combinations of gymnastic actions.</li> <li>To link combinations of movements and shapes and control.</li> </ul>   |
|        | Dance                       | <ul style="list-style-type: none"> <li>Introduce beats using body parts to tap out a rhythm, progress to moving to beats.</li> <li>Introduce fundamental dance movements (travelling, jumping, turning, stillness and gesture).</li> <li>Use a class story book as a stimulus for movement.</li> <li>To explore fundamental dance moves that change direction and levels</li> <li>To link together dance actions in time with the music.</li> <li>Perform a dance sequence.</li> </ul>   |
|        | Athletics                   | <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Vary pace and speed when running. Run with a basic technique over different distances with good posture and balance.</li> <li>Jog and sprint in a straight line and change direction when sprinting, maintaining control.</li> <li>Perform different types of jumps exploring foot patterns.</li> <li>Jump as high and as far as possible. Landing safely and with control.</li> <li>Work with a partner to develop the control of their jumps.</li> <li>Throw underarm and overarm. Throw towards a target with increasing accuracy. Improve the distance they can throw by using more power.</li> <li>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</li> <li>Watch and describe performances. Begin to say how they could improve.</li> </ul> |
|        | Invasion games              | <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</li> <li>Use hitting skills in a game. Practise basic striking, sending and receiving.</li> <li>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</li> <li>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Pass the ball to another player in a game. Use kicking skills in a game.</li> <li>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</li> </ul>   |
|        | Net and wall games          | <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</li> <li>Use hitting skills in a game. Practise basic striking, sending and receiving.</li> <li>Practise accurate hitting and consistent receiving.</li> <li>Travel in different ways and in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Pass the ball to another player in a game. Use hitting skills in a game.</li> <li>Run at different speeds. Begin to use space in a game.</li> </ul>  |
|        | Striking and fielding games | <ul style="list-style-type: none"> <li>Use hitting skills in a game. Practise basic striking, sending and receiving.</li> <li>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</li> <li>Practise accurate hitting, throwing and consistent receiving.</li> <li>Travel with a bat/ball in different ways. Travel with a bat/ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Pass the ball to another player in a game. Use throwing skills in a game.</li> <li>Run at different speeds. Begin to use space in a game.</li> </ul>   |