

EYFS PE at Oldway

PE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> 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. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.

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

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

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

	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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