What PE looks like in the EYFS

Characteristics of Effective Learning: Playing and exploring – children investigate and experience things and have a go; Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements; Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning PSE, CL and PD underpin and are an integral part of all areas of learning.

Physical Development Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, a using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent: Through our high-quality physical education curriculum at Much Birch, we inspire all pupils to succeed and excel in competitive sport and other physical activities. We provide inclusive physical development opportunities for pupils to become confident in a way which supports their health and fitness, self-expression, decision making and social skills. We aim to provide our children with a love for sport and physical activity and it is crucial that our children learn how to keep themselves fit and healthy. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, equality, cooperation and respect. We follow a sequential skills-based curriculum and we strive for our children to develop their gross motor and fine motor skills through a variety of different activities.

Themes	**A1 Let's Discover- Myself, Autumn** **A2 – Stories and Celebrations**		**Sp1 – Transport** **Sp2 – Excellent Eggs**		**S1 – Changes** **S2 –In a Land Far Away…**	
Learning Overview	The first focus in PE will be to move safely and use our listening skills to follow instructions. We will focus on developing our fundamental movement skills. We will explore what our bodies can do and motivate ourselves to try something new. We will play games and use the outdoors to develop our gross motor skills. We will learn to hold a pencil effectively and develop our fine motor skills through our funky finger activities within the provision. We will enjoy some PE dance sessions with a focus on different movements and creating firework dances. We will also develop our social skills so that we move and work together cooperatively and respect others' space.		In spring 1 we will use a range of large equipment to move over, under, through and at different heights. We will use some small equipment such as balls and bean bags learning how to throw, catch, roll and kick a ball. We will be refining this in spring 2 to include batting, aiming and some team games. We will learn to write recognisable letters as we improve our pencil grips. In dance we will work in partners and small groups to move expressively to music. We will learn how to put a small sequence of moves together.		We will learn about sportsmanship as we partake in sports day. We will practise athletics such as running and developing the fundamentals to be more coordinated. We will think about the foundations of developing good handwriting and improve our posture as we sit at the table for longer periods of time to prepare for the next stage of our learning. In PE we will explore jumps – tuck, pencil and star and rolls – pencil, teddy bear and egg.	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Gross Motor	To develop skills they need to manage the school day successfully – lining up and queuing and mealtimes To use core muscle strength to achieve a good posture when sitting on the floor To use wheeled resources for children to balance, sit or ride on, or pull and push. To draw lines and circles using gross motor movements.		To revise and refine the fundamental movement skills they have already acquired: skipping, hopping. To encourage children to be highly active and get out of breath several times every day.		To use core muscle strength to achieve a good posture when sitting on the table To run safely on whole foot. To vary pace depending on distance. To progress towards a more fluent style of moving, with developing control and grace To develop the overall body strength, co-ordination, balance and agility: spin, rock, tilt, fall, slide and bounce.	
PE	**Fundamental Skills/movement**	**Dance**	**Ball Skills**	**Team Games**	**Gymnastics – jumps and rolls**	**Gym apparatus and Sports Day (athletics)**

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Evidence on Tapestry We revisit knowledge and skills throughout the year	To revise skills they have already acquired: rolling • crawling • walking • jumping • running • climbing • To stand on one foot.	To experiment with different ways of moving e.g. slithering, shuffling, jumping, sliding. To combine different movements with ease and fluency.	To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball.	To negotiate space successfully in racing and chasing games with others. To run skilfully, adjusting speed or direction to avoid obstacles.	To develop the ability to jump in a range of ways from one space to another. To control my body when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability To roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control	To rise to feet without using hands. To climb confidently and begin to pull themselves up on equipment. To use a range of large and small apparatus confidently and safely. To mount stairs, steps or climbing equipment using alternate feet. To jump off an object and land appropriately. To travel with confidence and skill around, under and over balancing and climbing equipment.
Key Vocabulary	roll, crawl, walk, jump, run, climb, movement, ease, fluency, muscles, posture, balance		throw, catch, kick, pass, bat, aim, precision, skip, hop, team		fluent, move, control, grace, strength, co-ordination, balance, agility, spin, rock, tilt, fall, slide, bounce, jump, roll, sequence, pencil roll,	
Handwriting focus	Up and down movement Arches, circles and spirals	Upwards / downwards lines Spirals and figure of 8 (vertical and horizontal).	Side to side lines Squares, diagonal lines, triangles.	Wavy lines	Zig-zag lines	Arches
Fine Motor	~Show a preference for a dominant hand ~Manipulate malleable materials to make basic shapes ~Manipulate a range of tools and equipment in one hand ~ Build a tower of bricks ~ Make snips in paper ~ Mark make beginning with dots and lines extending to forming handwriting patterns such as straight lines, wavy lines, spirals, zig-zags ~ Write letters from my name		~Writing own name ~Writing labels ~Writing for a variety of purposes ~Holding a pencil correctly ~Sitting at table correctly with good posture to enable writing ~Beginning to form letters accurately ~Writing simple vc/cvc words		~ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed ~ Using the tripod grip in almost all cases ~ Handle tools, objects, construction and malleable materials safely and with increasing control and intention ~ Begin to show accuracy and care when drawing	
Our Curriculum Goal	To become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.					

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	To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.
ELG **(End of the year only)**	<u>Gross Motor Skills</u> • 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. <u>Fine Motor Skills</u> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
During KS1, children will learn	**During KS1, children will learn** • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: o master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities o participate in team games, developing simple tactics for attacking and defending o Perform dances using simple movement patterns. ***Swimming & Water Safety*** *All schools must provide swimming instruction either in KS1 or KS2.* • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.

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Our PE journey through the year



To use wheeled resources for children to balance, sit or ride on, or pull and push.
To use the trim trail to develop gross motor skills.





To develop small motor skills so that they can use a range of tools competently, safely and confidently – scissors, paintbrushes.

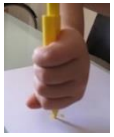






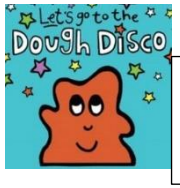
To combine different movements with ease and fluency.
To create a firework dance





To draw and make-marks and symbols using writing implements

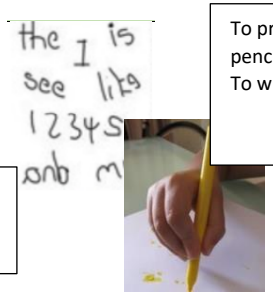
To revise and refine the fundamental movement skills



To develop gross and fine motor skills through various activities



To develop skills they need to manage the school day successfully – lining up and queuing and mealtimes.



To practise holding a pencil with improved grip.
To write and copy letters.



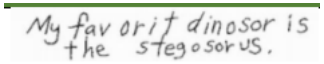


To develop ball skills including throwing, and catching



To revise and refine the fundamental movement skills they have already acquired: skipping, hopping.

To hold a pencil effectively and show increased control.





To refine small motor skills; threading, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys.









To develop and refine a range of ball skills including kicking, passing, batting, and aiming.
To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

To develop the overall body strength, co-ordination, balance and agility: spin, rock, tilt, fall, slide and bounce.
To explore jumps and rolls.

To use a range of large and small apparatus confidently and safely

To develop good sportsman ship when partaking in Sports Day.