

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, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent: Through our **h** physical education curriculum at Orleton, 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 - All about me A2 – Healthy Me	Sp1 – Winter World Sp2 – The World Beyond	S1 – The Growing World S2 - Travelling the World			
Learning Overview	We will focus on developing our fundamental movement skills through the Jungle Journey scheme. If necessary, we will use Dough Disco 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 Games sessions with rolling, throwing and catching focus as well as some Gym sessions with a focus on stretching, rolling and jumping. There will also be some dance sessions with a focus on different movements and the creation of a little dance e.g fireworks or under the sea.	We will enjoy some Gymnastics session for PE, thinking about a range of movements. We will build on our Jumping skills from Autumn 2 and develop our balancing and travelling in different ways skills We will explore jumps – pencil, star, tuck and rolls – pencil and egg. OAA skills – in Forest Schools sessions In Spring 2 we will develop our ball skills control and move, change speed, direction and some team games. We will learn to write recognisable letters as we improve our pencil grips. Pen Disco – if needed to develop fine motor skills.	We will enjoy bat and ball skills and some simple team games. Use underarm throwing and 2 handed catches. We will prepare for Infant Sports Day (another chance to learn about sportsmanship). 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.			
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/at the table 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 at 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.	

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<p>PE</p> <p>Evidence in Floor Book & Tapestry</p> <p>We revisit knowledge and skills throughout the year</p>	<p>Jungle Journey* – Games (*fundamental Skills/movement)</p> <p>To revise skills chdn have already acquired: rolling • crawling • walking • jumping • running • climbing</p> <p>To stand on one foot.</p> <p>To roll equipment in different ways.</p> <p>To throw an object at a target</p> <p>To catch equipment using 2 hands</p> <p>To travel in diff ways including sideways & backwards</p> <p>To play chasing games</p>	<p>Gymnastics / Dance</p> <p>To roll in different ways with control</p> <p>To stretch in different ways</p> <p>To jump in a range of ways</p> <p>To create a short sequence of movements and to control my body when performing a sequence of movements</p> <p>To experiment with different ways of moving e.g. slithering, shuffling, jumping, sliding.</p> <p>To combine different movements with ease and fluency.</p>	<p>Gymnastics – jumps, balances & travelling (Apparatus)</p> <p>To jump on and off an object landing appropriately</p> <p>To develop the ability to jump in a range of ways</p> <p>To develop balancing skills with control</p> <p>To be able to travel in different ways including moving around, under, over and through different objects and equipment</p> <p>To be able to stand on one foot</p> <p>To control my body when performing a sequence of movements</p> <p>To rise to feet without using hands.</p>	<p>Games /Ball Skills</p> <p>To negotiate space successfully in racing and chasing games with others.</p> <p>To run skilfully, adjusting speed or direction to avoid obstacles.</p> <p>To be able to control a ball in a range of ways including bouncing, catching and kicking</p> <p>To develop the ability to throw accurately at a target.</p> <p>To use throwing skills in a small sided game.</p>	<p>Games</p> <p>To hit a ball with a bat or racquet</p> <p>To be able to throw underarm</p> <p>To develop the ability to catch a ball using two hands</p> <p>To follow rules and play simple team games</p>	<p>Athletics - Sports Day</p> <p>I can run safely and can run in different ways for different purposes</p> <p>I can jump in a range of ways landing safely</p> <p>I can roll equipment in different ways</p> <p>I can throw an object underarm</p> <p>I can throw an object at a target</p> <p>I can participate in Sports Day races.</p>
<p>Key Vocabulary</p>	<p>roll, crawl, walk, jump, run, climb, movement, ease, fluency, muscles, posture, grace, pencil roll rock</p>		<p>throw, catch, kick, pass, bat, aim, precision, skip, hop, team, balance, jump, roll, sequence, slide</p>		<p>fluent, move, control, strength, co-ordination, balance, agility, spin, tilt fall,, bounce</p>	
<p>Fine Motor</p>	<p>Jungle Journey/Dough Disco</p> <p>To develop small motor skills so that they can use a range of tools competently, safely and confidently – scissors, paintbrushes.</p> <p>To continue developing small motor skills; dressing and undressing dolls, puzzles and playing with small world toys.</p> <p>To draw and make-marks and symbols using writing implements.</p> <p>To show preference for dominant hand.</p> <p>To hold pencil/paint brush beyond whole hand grasp.</p> <p>To develop muscle tone to put pencil pressure on paper.</p> <p>To draw, write or copy letters of name</p> <p>To teach and model correct letter formation.</p> <p>To cut a straight line with the scissors</p>		<p>Pen Disco</p> <p>To refine small motor skills; threading, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys.</p> <p>To practise holding a pencil with improved grip.</p> <p>To write and copy letters and begin forming letter correctly.</p> <p>To engage within daily name/CVC writing activities.</p> <p>To handle tools, objects, construction and malleable materials with increasing control.</p> <p>To cut a simple curved line with the scissors</p> <p>To hold pencil effectively with comfortable grip</p> <p>To draw a cross.</p> <p>To draw pictures that are recognisable</p> <p>To use a range of small tools, including scissors, paint brushes and cutlery.</p>		<p>To develop the foundations of a handwriting style (Nelson) which is fast, accurate and efficient.</p> <p>To hold a pencil effectively in preparation for fluid writing using the tripod grip in almost all cases</p> <p>To use one hand consistently for fine motor tasks.</p> <p>To form letters correctly</p> <p>To copy a square</p> <p>To begin to draw diagonal lines, like in a triangle</p> <p>To start to colour inside the lines of a picture</p> <p>To build things with smaller linking blocks, such as Lego.</p> <p>To begin to show accuracy and care when drawing.</p>	

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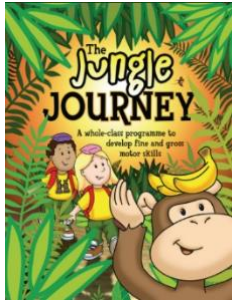
Our Curriculum Goal	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become confident holding a pencil effectively, using a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>
ELG (End of the year only)	<p><u>Gross Motor Skills</u></p> <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. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • 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	<p>During KS1, children will learn</p> <ul style="list-style-type: none"> • 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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ 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 ○ participate in team games, developing simple tactics for attacking and defending ○ Perform dances using simple movement patterns.

Our PE journey through the year

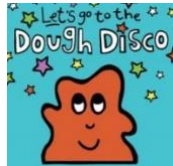
To use wheeled resources for children to balance, sit or ride on, or pull and push.
To use the trim trail to develop gross motor skills.

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

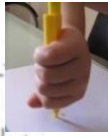
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To revise and refine the fundamental movement skills



To develop gross and fine motor skills through various activities



To draw and make-marks and symbols using writing implements



FINE MOTOR TOOLS



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



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



To develop ball skills including throwing, and catching



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



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



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



My fav orit dinosaur is the stegosorus.



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



To develop good sportsman ship when joining in on Sports Day.

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.