

St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Autumn 1

Unit: Gymnastics – Fun Shapes

Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Combine different movements with ease and fluency
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Balance – to maintain a steady position so that you do not fall.</p> <p>Speed – the rate at which someone or somethings moves (slow or fast)</p> <p>Direction – the course along which someone or something moves.</p> <p>Control – Managing the direction and speed a person or object is moving.</p>	<p>They can move their bodies in different ways.</p> <p>That they can relax and tense their own muscles</p> <p>You need to be aware of others as you move around a space.</p> <p>They need to follow instructions when using equipment</p>	<p>How to move in different ways depending on the instruction or activity.</p> <p>How to avoid people and obstacles when moving around at speed</p> <p>How your body can be used to make different shapes.</p> <p>That balance is important when moving around.</p>	<p>copy individual and whole body movements with some control and co-ordination.</p> <p>link individual and whole body movements together.</p> <p>demonstrate balance with 2 feet on the ground</p> <p>watch others work</p>

<p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>What food should be eaten as a treat</p> <p>How exercise keeps us healthy</p>	<p>recognise and negotiate space as they move around.</p> <p>handle small apparatus safely. Talk about ways to keep healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Autumn 2

Unit: Dance – On Parade

Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Combine different movements with ease and fluency
- **Physical Development** – Progress towards a more fluent style of moving, with developing control and grace.
- **Physical Development** – Revise and refine fundamental movement skills they have already acquired.
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.
- **PSED – Building Relationships** – Work and play cooperatively and take turns with others.
- **PSED – Self-Regulation** – Give focused attention to what the teacher says, responding appropriately even when engaged with an activity, and show an ability to follow instructions involving several ideas and actions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Action – a movement that you make with your body.	They can move their bodies in different ways.	How to move in different ways depending on the instruction or activity.	copy some steps and actions with some control and co-ordination.
Speed – the rate at which someone or somethings moves (slow or fast)	That they can relax and tense their own muscles	Marching is walking with bodies straight and raising each knee high.	Link individual and whole body movements together.

<p>Direction – the course along which someone or something moves.</p> <p>Half turn – turn to face the opposite way</p> <p>Quarter turn – turn to face the left or right depending on instruction.</p> <p>Control – Managing the direction and speed a person or object is moving.</p> <p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>You need to be aware of others as you move around a space.</p> <p>They need to follow instructions when using equipment</p> <p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>That when marching it is important to keep to a beat or rhythm</p> <p>That some actions or sequence of actions have a clear start and finish.</p> <p>When working with others it is important to watch and listen to what they say and do.</p> <p>How to avoid people and obstacles when moving around</p> <p>What food should be eaten as a treat</p> <p>How exercise keeps us healthy</p>	<p>Choose my own actions based on a given theme.</p> <p>Compose a marching pathway to include a turn, linking with others and in time with music.</p> <p>watch others work</p> <p>work cooperatively with others in a pair or small group.</p> <p>recognise and negotiate space as they move around.</p> <p>Talk about ways to keep healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Spring 1

Unit: Gymnastics – Move and hold

Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Combine different movements with ease and fluency
- **Physical Development** – Revise and refine fundamental movement skills they have already acquired.
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.
- **PSED – Building Relationships** – Work and play cooperatively and take turns with others.
- **PSED – Self-Regulation** – Give focused attention to what the teacher says, responding appropriately even when engaged with an activity, and show an ability to follow instructions involving several ideas and actions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Action – a movement that you make with your body.	They can move their bodies in different ways.	How to move in different ways depending on the instruction or activity.	copy some steps and actions with some control and co-ordination.
Speed – the rate at which someone or somethings moves (slow or fast)	That they can link their movements and actions together.	That body movements can be combined with moments of stillness and control.	Choose my own actions based on a given theme.
Direction – the course along which someone or something moves.	That body movements can vary in size, speed and can be done standing up or lower to the ground.	That some actions or sequence of actions have a clear start position and finish position.	Perform a short movement phrase including positions of stillness, whole and individual body

<p>repeat – to do something again</p> <p>freeze – to be still.</p> <p>Flow / Fluent – when a movement links to another smoothly.</p> <p>Control – Managing the direction and speed a person or object is moving.</p> <p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>That they can relax and tense their own muscles</p> <p>You need to be aware of others as you move around a space.</p> <p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>When working with others it is important to watch and listen to what they say and do.</p> <p>How to avoid people and obstacles when moving around</p> <p>What food should be eaten as a treat</p> <p>How exercise keeps us healthy</p>	<p>movement with a clear start and finish.</p> <p>watch others work</p> <p>work cooperatively with others in a pair or small group.</p> <p>recognise and negotiate space as they move around.</p> <p>Talk about ways to keep healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Spring 2

Unit: Dance – Toys



Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Combine different movements with ease and fluency
- **Physical Development** – Revise and refine fundamental movement skills they have already acquired.
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.
- **PSED – Building Relationships** – Work and play cooperatively and take turns with others.
- **PSED – Self-Regulation** – Give focused attention to what the teacher says, responding appropriately even when engaged with an activity, and show an ability to follow instructions involving several ideas and actions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Balance – Maintain a steady position so that you do not fall.</p> <p>Action – a movement that you make with your body.</p> <p>Speed – the rate at which someone or somethings moves (slow or fast)</p>	<p>They can move their bodies in different ways.</p> <p>That they can link their movements and actions together.</p> <p>That sequences of movement can have a clear start and finish position.</p>	<p>How to move in different ways depending on the instruction or activity.</p> <p>Basic positions of stillness and basic individual body movements.</p> <p>That some actions or sequence of actions have a clear start position and finish position.</p>	<p>copy some steps and actions with some control and co-ordination.</p> <p>Choose my own actions based on a given theme.</p> <p>Perform a short movement phrase including positions of stillness, whole and individual body</p>

<p>Direction – the course along which someone or something moves.</p> <p>repeat – to do something again</p> <p>freeze – to be still.</p> <p>Flow / Fluent – when a movement links to another smoothly.</p> <p>Control – Managing the direction and speed a person or object is moving.</p> <p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>That movement can link to music that you hear.</p> <p>That music can dictate the speed of your movement and size of your movements.</p> <p>That body movements can vary in size, speed and can be done standing up or lower to the ground.</p> <p>That they can relax and tense their own muscles</p> <p>You need to be aware of others as you move around a space.</p> <p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>That others can give you ideas and suggestions on how to improve your actions.</p> <p>When working with others it is important to watch and listen to what they say and do.</p> <p>How to avoid people and obstacles when moving around</p> <p>What food should be eaten as a treat</p> <p>How exercise keeps us healthy</p>	<p>movement with a clear start and finish.</p> <p>watch others work and start to give simple feedback on what you see.</p> <p>work cooperatively with others in a pair or small group.</p> <p>recognise and negotiate space as they move around.</p> <p>Talk about ways to keep healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Summer 1

Unit: FUNdamentals 1 – Games / controlling movement

Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate strength, balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Confidently and safely, use a range of large and small apparatus indoors and outdoors, alone and in a group.
- **Physical Development** – Revise and refine fundamental movement skills they have already acquired.
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.
- **PSED – Building Relationships** – Work and play cooperatively and take turns with others.
- **PSED – Self-Regulation** – Give focused attention to what the teacher says, responding appropriately even when engaged with an activity, and show an ability to follow instructions involving several ideas and actions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Balance – Maintain a steady position so that you do not fall.</p> <p>Action – a movement that you make with your body.</p> <p>Speed – the rate at which someone or somethings moves (slow or fast)</p>	<p>They have some control of how they move their bodies.</p> <p>They can move their bodies in different ways.</p> <p>There are some games where aiming is important.</p>	<p>They need to be aware of others as they move around a space to keep themselves and others safe.</p> <p>In most games the ball needs to be passed or thrown to someone else and it is our job to make it easier for them to receive the ball.</p>	<p>Move about a space, changing direction, avoiding others and carry an object safely.</p> <p>Throw and catch with increasing control, sometimes catching a bouncing ball.</p>

<p>Direction – the course along which someone or something moves.</p> <p>Aim – the direction and place you want the ball to go to.</p> <p>Target – Where you want the ball to land</p> <p>Control – Managing the direction and speed a person or object is moving.</p> <p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>When throwing a ball you need to aim for where you want it to go.</p> <p>That your body needs to face the direction that you want the ball to go.</p> <p>You can change how hard your throw a ball and this helps to make your throw more accurate.</p> <p>You need to be aware of others as you move around a space.</p> <p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>When throwing a ball they need to be aware of others moving around them.</p> <p>To be more accurate with throwing a ball you need to consider where you want the ball to go, how hard to throw it and in what direction.</p> <p>Throw</p> <p>It is easier to catch a ball with two hands.</p> <p>How to move in different ways depending on the instruction or activity.</p> <p>When working with others it is important to watch and listen to what they say and do.</p> <p>How to avoid people and obstacles when moving around</p> <p>What food is good for our bodies and helps us to stay healthy.</p> <p>How exercise keeps us healthy</p>	<p>Dribble and kick a ball with increasing control.</p> <p>watch others work and start to give simple feedback on what you see.</p> <p>work cooperatively with others in a pair or small group.</p> <p>recognise and negotiate space as they move around.</p> <p>Describe how our bodies feel when we are exercising.</p> <p>Talk about ways to keep healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE – Physical Development

Year: EYFS

Term: Summer 2

Unit: FUNdamentals 2 – Games / controlling movement

Links to EYFS curriculum areas:

- **ELG –Gross Motor Skills** – Negotiate space and obstacles safely, with consideration for themselves and others.
- **ELG –Gross Motor Skills** – Demonstrate strength, balance and co-ordination when playing.
- **ELG –Gross Motor Skills** – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Development Matters – Specific Areas

- **Physical Development** – Confidently and safely, use a range of large and small apparatus indoors and outdoors, alone and in a group.
- **Physical Development** – Revise and refine fundamental movement skills they have already acquired.
- **Physical Development** – Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical development sessions.
- **PSED – Building Relationships** – Work and play cooperatively and take turns with others.
- **PSED – Self-Regulation** – Give focused attention to what the teacher says, responding appropriately even when engaged with an activity, and show an ability to follow instructions involving several ideas and actions.

Creating and thinking critically - Review their progress as they try and achieve a goal. Check how well they are doing.

	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Balance – Maintain a steady position so that you do not fall.</p> <p>Action – a movement that you make with your body.</p> <p>Speed – the rate at which someone or somethings moves (slow or fast)</p>	<p>They have some control of how they move their bodies.</p> <p>They can move their bodies in different ways.</p> <p>There are some games where aiming is important.</p>	<p>They need to be aware of others as they move around a space to keep themselves and others safe.</p> <p>In most games the ball needs to be passed or thrown to someone else and it is our job to make it easier for them to receive the ball.</p>	<p>Control movements when traveling at Speed.</p> <p>Move about a space, changing direction, avoiding others and carry an object safely.</p>

<p>Direction – the course along which someone or something moves.</p> <p>Aim – the direction and place you want the ball to go to.</p> <p>Accurate – the ball ends up where you wanted it to go</p> <p>Target – Where you want the ball to land</p> <p>Control – Managing the direction and speed a person or object is moving.</p> <p>Muscles – inside our body's, they help to move our bones when we move around.</p> <p>.</p>	<p>That you can throw or kick a ball to a target.</p> <p>That your body needs to face the direction that you want the ball to go.</p> <p>When throwing or kicking a ball you need to think bout how hard you need to throw or kick it to make it reach a target or person</p> <p>You need to be aware of others as you move around a space.</p> <p>That exercise is good for your body and helps to make muscles strong.</p> <p>Food gives our bodies energy so that we can move around and be active.</p>	<p>When kicking a ball they need to be aware of others moving around them.</p> <p>That dribbling a ball means that you lightly tap it with the side of your foot so that you can control its movement near to you.</p> <p>It is easier to catch a ball with two hands.</p> <p>How to move in different ways depending on the instruction or activity.</p> <p>When working with others it is important to watch and listen to what they say and do.</p> <p>How to avoid people and obstacles when moving around</p> <p>What food is good for our bodies and helps us to stay healthy.</p> <p>How exercise keeps us healthy</p>	<p>Throw and catch with increasing control, sometimes catching a bouncing ball.</p> <p>Experiment with two handed and one handed catches.</p> <p>Stop a ball with some control</p> <p>Send a ball in the direction of another person.</p> <p>Often control the ball on their own.</p> <p>watch others work and start to give simple feedback on what you see.</p> <p>work cooperatively with others in a pair or small group.</p> <p>recognise and negotiate space as they move around.</p> <p>Describe how our bodies feel when we are exercising.</p> <p>Talk about ways to keep healthy.</p>
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