**Yearly Overview of P.E & Sport – EYFS**

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| **3-4 year olds** | | | | **Reception** | | | |
| 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.  Increasingly be able to use and remember sequences and patterns of movements which 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. | | | | Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | | | |
| **Gross Motor Skills- ELG** | | | | | | | |
| 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. | | | | | | | |
| ***Pupils should be taught to:*** | | | | | | | |
| * 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 movements using simple movement patterns. * Understand the importance of active, healthy living. | | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| Spatial awareness | Fundamental skills- balance, movement, co-ordination | Fundamental skills- travelling | Fundamental skills- travelling | | Ball skills  -throwing, catching, kicking | Team games |
| Develop core strength, stability, balance, special awareness, co-ordination and agility.  Experiments with different ways of moving.    Negotiates space successfully.    Adjusts speed, change direction to avoid obstacles. | Develop core strength, stability, balance, special awareness, co-ordination and agility.    Jumps off an object and lands appropriately.  Show good control and coordination in large and small movements. | Develop core strength, stability, balance, special awareness, co-ordination and agility.  Develops  running/jumping/skipping/ climbing technique.  Negotiates space and obstacles and travels with confidence and skill around, under, over and through balancing/climbing equipment.  Begins to learn jumping/skipping/hop/ gallop etc…  Begins sequences movements  together. | Develop core strength, stability, balance, special awareness, co-ordination and agility.    Perfects running/jumping/skipping and climbing technique.  Negotiates space and obstacles and travels with confidence and skill around, under, over and through balancing/climbing equipment.  Perfect jumping/skipping/  hopping/galloping  Develop sequences movements  together. | | Develop confidence in kicking/throwing/catching a range of equipment.  Develop accuracy when kicking and throwing a range of equipment. | Negotiates space successfully.    Adjusts speed, change direction to avoid obstacles. |
| Develop an interest in PE  Have a go at new activities with support  Develop listening and attention skills | Develop independence and resilience. | Develop independence and resilience. | Develop independence and resilience. | | Persevere when something is challenging. | Persevere when something is challenging.  Develop team work  Develop listening and attention skills. |
| Purposeful activities will be planned to ensure that children are provided with opportunities to develop their gross motor skills within the continuous provision not just in planned PE lessons. This is to ensure children are given the opportunities to embed, practice and refine skills. | | | | | | |