St Peter's Brafferton
C of E (VA) Primary School

Let our Light Shine!

PE EYFS Curriculum Map

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.**

In the EYFS settings at St Peter's Brafferton children have the opportunity to learn a variety of fundamental movement skills to support their development into a range of PE games/activites. Children have access to a variety of resources such as balls, obstacle courses, bats, mats.

	PE Strands					
	Dance	**Gymnastics**	**Games**	**Athletics**	**Swimming**	**OAA**
End point 2-3 Year old	Clap and stamp to music. Move and dance to music	Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings Enjoy starting to kick, throw and catch balls) Enjoy moving when outdoors and inside.	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. . Sit on a push-along wheeled toy, use a scooter or ride a tricycle Reach out for objects as co-ordination develops Enjoy moving when outdoors and inside.	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking Enjoy moving when outdoors and inside.		Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

End point 3-4 year olds	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 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
Reception (DM and Skills and Knowledge and ELG)	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 Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 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.	Progress towards a more fluent style of moving, with developing control and grace	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.			

	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 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. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball					
How is PE taught in Helperbees? **Themes and possible lines of enquiry**						
How is PE taught in Reception? **Themes and possible**	The school use Sporting Influence Scheme of Work					

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lines of enquiry						
What PE looks like in Year 1: PE Objectives	**Autumn 1** EYFS/Y1 Fundamental movement skills EYFS/Y1 Themed lessons (multi skills) **Autumn 2** EYFS/Y1 Gymnastics Y1 Football (invasion games)	**Spring 1** EYFS/Y1 Movement to music *Miss Claire* Y1 Outdoor Adventurous Activities (Reception – physical development) **Spring 2** EYFS/Y1 Chance to Shine cricket (striking and fielding) Y1 multi skills	**Summer 1** EYFS/Y1 Athletics Y1 Tennis (net/wall games) **Summer 2** Y1 Hoopla rounders Swimming	**Autumn 1** EYFS/Y1 Fundamental movement skills EYFS/Y1 Themed lessons (multi skills) **Autumn 2** EYFS/Y1 gymnastics Y1 Football (invasion games) Y1 multi skills	**Spring 1** Y1 Outdoor Adventurous Activities (Reception – physical development) **Spring 2** EYFS/Y1 Chance to Shine cricket EYFS/Y1 Movement to music	**Summer 1** Y1 Tennis (net/wall) Y1 Hoopla rounders **Summer 2** EYFS/Y1 Athletics Swimming
What you may see in provision or the routines of the day	Physical development opportunities Forest School half term Outdoor games station PE lessons in Reception Enrichment such as Sports Day, Skip 2B Fit Dance opportunities such as with Dance Specialist Bike Lessons					
Vocabulary	Balance, grip, throw, catch, bounce, roll, high/low, hop, sprint, hopscotch, team, move					