

## St Mary's PE Overview - Reception

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Real Foundations:</b></p> <ul style="list-style-type: none"> <li>• Bike</li> <li>• Pirate</li> </ul> <p>10 Coordination: Footwork</p> <p>1 Static Balance: One Leg</p> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>	<p><b>Real Foundations:</b></p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Juggling</li> </ul> <p>6 Dynamic Balance to Agility: Jumping and Landing</p> <p>12 Agility: Reaction/Response</p> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>	<p><b>Real Foundation:</b></p> <ul style="list-style-type: none"> <li>• Jungle</li> <li>• Cat</li> </ul> <p>2 Static Balance: Seated</p> <p>3 Static Balance: Floor work</p> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>	<p><b>Real Foundation:</b></p> <ul style="list-style-type: none"> <li>• Seaside</li> <li>• Clown</li> </ul> <p>7 Counter Balance: With a Partner</p> <p>9 Coordination: Ball Skills</p> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>	<p><b>Real Foundation:</b></p> <ul style="list-style-type: none"> <li>• Tightrope</li> <li>• Train</li> </ul> <p>4 Static Balance: Stance</p> <p>5 Dynamic Balance: On a Line</p> <p><b>Primary School Tennis</b></p> <ul style="list-style-type: none"> <li>• Lesson 1-6 DVD</li> </ul> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>	<p><b>Real Foundations:</b></p> <ul style="list-style-type: none"> <li>• Fairytale</li> <li>• Squirrel</li> </ul> <p>11 Agility: Ball Chasing</p> <p>8 Coordination: Sending and Receiving</p> <p><b>Swimming</b></p> <p><b>Sports Day</b></p> <p><b>Daily Mile</b></p> <p><b>Cosmic Yoga</b></p> <p><b>Skipping</b></p>

## **Reception**

### **Personal, Social and Emotional Development**

- Manage their own needs.

### **Physical Development**

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling - running
  - crawling - hopping
  - walking- skipping
  - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall health and wellbeing:
  - regular physical activity

### **Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- 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.

## **ELGs**

### **Personal, Social and Emotional Development – Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

### **Personal, Social and Emotional Development – Building Relationships**

- Work and play cooperatively and take turns with others.

### **Physical Development – Gross Motor Skills**

- 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.

### **Expressive Arts and Design - Being Imaginative and Expressive**

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.