



We are very lucky here at Godshill Primary School to be taught PE by an external PE specialist. Our active curriculum is complemented by our regular, active after school clubs which the children are able to attend. The EYFS children can use all the facilities within the school ground and our curriculum has specialised PE progression targets which relate to our specific equipment.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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0-3 years	3 - 4 years	Reception	At the end of Reception
<ul style="list-style-type: none"> <li>Lift their head while lying on their front.</li> <li>Push their chest up with straight arms.</li> <li>Roll over: from front to back, then back to front.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Sit without support.</li> <li>Begin to crawl in different ways and directions.</li> <li>Pull themselves upright and bounce in preparation for walking.</li> <li>Reach out for objects as coordination develops.</li> <li>Eat finger food and develop likes and dislikes.</li> <li>Try a wider range of foods with different tastes and textures.</li> <li>Lift objects up to suck them.</li> <li>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>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.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing •</li> <li>Progress towards a more fluent style of moving, with developing control and grace. •</li> <li>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as... <ul style="list-style-type: none"> <li>Running,</li> <li>jumping,</li> <li>dancing,</li> <li>hopping,</li> <li>Skipping</li> <li>climbing.</li> </ul> </li> </ul>



<p>tunnels, dens and large boxes, and move around in them.</p> <ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources.</li> <li>• Begin to walk independently – choosing appropriate props to support at first.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>•</li> </ul>		<p>of large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	
<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Learn to use the toilet with help, and then independently</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing - sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> <li>• Further develop the skills they need to manage the school day successfully: - <ul style="list-style-type: none"> <li>○ lining up and queuing -</li> <li>○ mealtimes -</li> <li>○ personal hygiene</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence,</li> </ul>



	<p>This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> </ul>		<ul style="list-style-type: none"> <li>resilience and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing.</li> <li>Work and play cooperatively and take turns with others.</li> </ul>
	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	



Godshill

Primary School

PE

Early Years Foundation Stage

**CHALLENGE** **ACHIEVE** **RESPECT** **ENJOY**

	0-3 years	3 - 4 years	Reception	At the end of Reception
<b>Climbing frame</b>	<ul style="list-style-type: none"> <li>To climb to half of own height on climbing frame</li> </ul>	<ul style="list-style-type: none"> <li>To climb above own head height on climbing frame</li> </ul>	<ul style="list-style-type: none"> <li>To be able to perform different movements on the climbing frame, such as swing</li> </ul>	<ul style="list-style-type: none"> <li>To confidently move across the climbing frame and the obstacle course in the main school area.</li> </ul>
<b>Ride on Vehicles</b>	<ul style="list-style-type: none"> <li>To hold on to a vehicle (such as the push-me pull-you) and walk behind safely</li> </ul>	<ul style="list-style-type: none"> <li>To sit on a ride on and make it move</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To scoot safely</li> <li>To ride a balance bike with feet on the floor</li> </ul>	<ul style="list-style-type: none"> <li>To ride a balance bike with feet raised</li> <li>To try to ride a pedal bike with stabilisers</li> </ul>
<b>Ball Skills</b>		<ul style="list-style-type: none"> <li>To aim for the basket with a ball</li> <li>To attempt to kick a ball</li> </ul>	<ul style="list-style-type: none"> <li>To be able to score a basket in the basket ball</li> <li>To kick a ball (at this stage the ball may go too high or in the wrong direction)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to score a basket in the basket ball at different heights</li> <li>To kick a ball to a desired target (such as a goal post)</li> </ul>



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CHALLENGE ACHIEVE RESPECT ENJOY

Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><b>Physical Development:</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Expressive Arts and Design: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Pupils should develop fundamental movement skills, becoming 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 cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>