



Ready,
Respectful,
Safe

EYFS PE Overview

Cathcart Street Primary School 2023-2024

	Autumn	Spring	Summer
PE- EYFS	EYFS ELG Objectives- Statutory ELG: Moving and Handling: 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. Statutory ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing		
	Fundamental skills- Physical outcomes- <ul style="list-style-type: none"> To follow start and stop instructions. To hop and balance with control. To change direction when moving at speed. To demonstrate a star shape using different actions and movements. To demonstrate increasing control when throwing a small object at a target and when catching or bouncing a ball. To kick a large ball, showing control and the ability to stop, start and change direction. Thinking outcomes-	Gymnastics- Physical outcomes- <ul style="list-style-type: none"> To travel in a safe way in a variety of different ways. To travel in different ways using short, long, fast and slow steps. To jump and land safely. To balance using different parts of the body in a controlled way. To use different parts of the body to perform a rocking action. To keep the body still in a controlled balance. To think of how to keep safe when completing different movements, To move confidently in different ways including rolling. Thinking outcomes-	Dance Physical outcomes- <ul style="list-style-type: none"> To know and perform a star shape correctly. To explore and create actions which resemble key words within a song or rhyme. To know and perform strong and controlled marches in time with a simple beat. To jump and land appropriately. To use different types of jumps with control and balance. To explore and create actions which link to a soldier. To perform movements with fluency and in a gentle manner. Thinking outcomes-

	<ul style="list-style-type: none"> • To use changes in direction and speed to find and use space. • To accelerate and decelerate in response to a command or instruction. • To think about different equipment and which is easier/harder to use and why. • To think of a solution to a simple task. • To link different ways of travelling with other co-ordination skills such as throwing or kicking. <p>Social and Emotional outcomes-</p> <ul style="list-style-type: none"> • To respond appropriately to instructions even when engaged in activities. • To talk about how they feel during the lesson- hot, tired, aching etc. • To work as part of a team to complete a task. • To take turns and to follow the rules. <p>Healthy active lifestyle outcomes-</p> <ul style="list-style-type: none"> • To identify how their heart can beat at different speeds. 	<ul style="list-style-type: none"> • To link and change different ways of traveling. • To link two contrasting movements together. • To use different jumping techniques with control and balance. • To respond to an instruction by performing a balance. • To think of how to keep safe when completing different movements. • To link different actions and movements together. <p>Social and Emotional outcomes-</p> <ul style="list-style-type: none"> • To talk about how they feel during the lesson- hot, tired, aching etc. • To demonstrate some understanding that good practices regards to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges and to consider and manage some risks. • To think of how to keep safe during different activities. <p>Healthy active lifestyle outcomes-</p> <ul style="list-style-type: none"> • To recognise that their body changes when they start exercising. 	<ul style="list-style-type: none"> • To link shapes and travel together with control and fluency. • To link actions together to create a short movement phrase which a child can remember and repeat. • To adjust the speed and direction of a movement linked to a beat or music. • To adjust the speed and direction of a movement linked to a character or theme. <p>Social and emotional outcomes-</p> <ul style="list-style-type: none"> • To talk about how they feel during the lesson- hot, tired, aching etc. • To demonstrate some understanding that good practices regards to exercise, eating, sleeping and hygiene can contribute to good health. • Shows ability to follow instructions involving several ideas or actions. <p>Healthy active lifestyle outcomes-</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
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Vocabulary	Star, control, jogging, warm, beating, aching, hot, tired.	Travel, jump, land, balance, opposite, control, heart, beating, aching	Marching, star, shape, stamp, soldier, fast, slow, gentle, graceful.