



# St Antony's Catholic Primary School Curriculum

## Physical Education EYFS



|                     | Autumn 1  | Autumn2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---------------------|---|---|--|---|--|---|
| <b>PRE - SCHOOL</b> | <p>Start to be increasingly independent still with adult support as they get dressed and undressed, for example, putting coats on and doing up zips for outdoor play.</p> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Walk, run, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to capture bibs from others in games like foxes and rabbits.</li> </ul> | <p>Makes connections between their movement and the stance they make. Use large and small motor skills to do things independently.</p> <p>Holds cups with both hands and drinks without much spilling. Turn pages in a book, sometimes several at once.</p> <p>Starts to:</p> <ul style="list-style-type: none"> <li>kick, throw and catch balls.</li> <li>shows a desire to help with tidying up sports equipment: e.g. cones, hoops, bean bags in bucket</li> </ul> | <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <ul style="list-style-type: none"> <li>Runs safely on whole foot</li> <li>Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands</li> </ul> <p>Feeds self competently with a spoon. Drinks well without spilling. Imitates drawing shapes such as circles and lines.</p> | <p>Shows control in holding or using jugs to pour, hammers, books and mark making tools.</p> <p>Helps with clothing and dressing Beginning to develop a preference for a dominant hand</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> | <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment</p> <ul style="list-style-type: none"> <li>Can stand momentarily on one foot when shown.</li> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> </ul> | <p>Start eating independently and learning how to use a knife and fork</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Hold the pencil near the point between the first two fingers and thumb and use it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> |

|          |         |          |          |          |          |
|----------|---------|----------|----------|----------|----------|
| Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|---------|----------|----------|----------|----------|



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|                |  |  |   |  |  |  |
|----------------|--|--|---|--|--|--|
| <b>NURSERY</b> | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Take part in some group activities which they make up for themselves, or in teams</li> </ul> | <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> <p>Sharing and working pairs in sport games.</p> <ul style="list-style-type: none"> <li>• Catching and throwing</li> </ul> | <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Using gross motor movements to jump or jump. Uses hands and eyes together to catch a ball.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> | <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> <li>• Can catch a large ball.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul> | <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> </ul> | <ul style="list-style-type: none"> <li>• Moves freely and with pleasure in a range of movements.</li> <li>• Uses some clearly identifiable phrases to communicate</li> </ul> |
|----------------|--|--|---|--|--|--|

|                  | Autumn 1                               | Autumn 2                                     | Spring 1   | Spring 2  | Summer 1   | Summer 2                                     |
|------------------|--|--|--|---|--|--|
| <b>RECEPTION</b> | <b>Gymnastics 1</b><br>Stretch Holding | <b>Gymnastics 2</b><br>Jumping and Balancing | <b>Dance</b><br>Sequence movement<br>Stop & Clap       | <b>Invasion Games</b><br>Foxes and rabbits        | <b>Mini Olympics</b><br>Free Running   | <b>Creative play</b><br>Fun Games with Peers |
|                  | <b>Games</b><br>Target<br>Bean Bags    | <b>Games</b><br>Obstacle course<br>Races     | <b>Games</b><br>Musical statues<br>Animals-Mini beasts | <b>Games</b><br>Cones and dishes/<br>Rob the nest | <b>Games</b><br>Throwing at target<br>Working as part of a team<br>Cone switch | <b>Games</b><br>Outdoor Adventure            |



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| Acquiring and Developing Skill                                     | Evaluating and Improving  | Health and Fitness  | Games   | Gymnastics   | Dance                                       |
|--|---|---|---|--|---|
| <p>Play cooperatively in a group</p> <p>Take turns with others</p> | <p>Offer cues for peers to join</p> <p>Explains own knowledge</p> <p>Can describe self in positive terms and talk about abilities</p> | <p>Moves freely and with leisure and confidence in a range of ways</p> <p>can</p> <p>Identify healthy foods</p> <p>And activities</p> | <p>Understand how games are played</p> <p>Runs and negotiates space effectively</p> <p>Can play chasing and racing with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Shows control over an object in pushing, patting, throwing, catching or kicking it.</p> | <p>Can stand and balance momentarily on one foot</p> <p>Can experiment with different ways of moving</p> <p>Jumps off an object and lands appropriately</p> <p>Moves freely around a space in ways such as:</p> <p style="padding-left: 20px;">slithering, shuffling, rolling, crawling, skipping, sliding and hopping</p> | <p>Can adjust speed or change direction</p> |