




Physical Education in the Early Years - Reception

Term Topic	Area of Learning	Concepts		
		Health  <small>Health</small>	Social  <small>Social</small>	Active  <small>Active</small>
Reception Autumn 1 Family	PSED	-Notice and name body sensations, thoughts, and emotions.		
	PD	-Show an understanding of the need for safety when tackling new challenges and consider and manage some risks.	-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	-Interact with the space physically - running, jumping, climbing, building stamina, managing risk, expressing themselves and having fun together in a group of children. -Handle construction materials safely and with increasing control and intention. -Develop increasing control over physical objects (balls/ beanbags) by pushing, patting, throwing, catching or kicking it. -Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.
	UW	-All living creatures are born, grow, reproduce and change over time. -Learn the lifecycle of a human. There are six stages in the human life cycle: Foetus, baby, childhood, adolescence, adulthood and old age.		
Reception Autumn 2 Changes	CL		-A preposition is a word that tells you where or when something is in relation to something else. -Examples of prepositions include words like after, before, on, under, inside and outside.	

	PSED	-Know the importance of sleep and how it contributes to a healthy lifestyle.	-Persevere in carrying out a chosen activity. Know when and how to ask for support if they find the activity challenging.	
	PD	-Develop children's ability to make appropriate judgements of risk, encouraging them to identify hazards and think about how they can stay safe. -Support children to tie shoe laces. -Learn how to fasten zips in clothing (coats). -Understand that knives are not toys, but are tools that need to be used safely. -Learn how to hold a knife safely to cut food (not to put their pointer finger on the top of the blade, tuck their thumb behind their fingers on their food-holding hand and round all their fingertips back like a claw). -Show an awareness of safety measures when jumping on or off climbing apparatus.	-Pass and receive a ball in different ways with control and increased accuracy.	-Use simple tools to effect changes to materials. -Explore mark-making using a variety of tools. -Explore malleable materials safely and with increasing control and intention. -Develop their fine motor skills to manipulate different materials. -Travel with confidence and skill around, under, over and through balancing and climbing equipment. -Develop their static and dynamic balance to maintain a controlled body position. -Static balance is the ability to hold a stationary position with control (e.g. 'Freeze' or 'statue' games). -Dynamic balance is the ability to remain balanced while engaged in movement (e.g. running or bike riding). -Jump and land safely on two feet with bent knees, both feet pointing in the same direction and hips shoulder width apart. -Develop hand eye coordination in fine and gross motor activities. -Understand the connection between their hands and their eyes. Manipulate puzzle pieces to complete a puzzle accurately.
	UW	-Name the basic parts of the human body.		
	EAD		-Children to learn songs for a Christmas performance. Show confidence to perform in front of other children and their family/ friends. -Be able to match movements to music and choreograph a dance for their class song.	-Combine different movements with increased fluency.
Reception Spring 1	CL		-Learn the appropriate vocabulary to describe people with disabilities, e.g. wheelchair user, diversity, disability, impairment, learning disability.	

Healthy Living	PSED	<ul style="list-style-type: none"> -Keeping healthy means doing things that are good for your body – things like eating nutritious food, exercising, brushing your teeth, sensible amounts of ‘screen time’ and getting enough sleep. -You should not eat more than what your body needs to keep healthy and energised during the day. -Understand the motivations for exercise should be health, enjoyment and social interactions, rather than weight management. 	<ul style="list-style-type: none"> -Understand the vocabulary for negotiating and problem solving in social situations. -Take turns in games and conversations. -Play games with rules and show an understanding of the rules by taking turns and waiting for their turn. 	
	PD	<ul style="list-style-type: none"> -When you exercise, you breathe faster so you take in more air and your heart beats harder. -These exercises get your heart rate to increase: swimming, running, walking, football, riding your bike/scooter, skipping etc. -Be able to recognise the change in their bodies from before, during and after exercise. -Exercise is important because it helps the body to have: stronger muscles and bones. 	<ul style="list-style-type: none"> -Show appreciation for their bodies. -All people have different athletic abilities and body types. -Notice how varied people are - how they come in all colours, shapes, and sizes. Link respect for diversity in weight and shape with respect for diversity in race, gender, ethnicity etc. 	<ul style="list-style-type: none"> -Maintain balance on a line. -Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. -Use a variety of skills to explore, refine and improve simple movements. -Hold different body parts still. -Perform a short sequence of travel, be still, travel, be still. -Develop spatial awareness in order to walk backwards, showing an awareness of their position relative to objects around them. -Skip and run with agility and speed.
	UW		<ul style="list-style-type: none"> -The Paralympic Games or Paralympics are international sports competitions for people with disabilities. -Athletes from countries around the world compete in the Paralympics. 	
	EAD		<ul style="list-style-type: none"> -Pyotr Ilyich Tchaikovsky was a Russian composer who lived in the Romantic period. -He wrote the music for some of the most famous ballets (The Nutcracker). -Ballet is a type of dance performed on stage to classical music. This music is often written specially for ballet. -Mouth and foot painters are artists who create art with their mouth or foot due to a disability to their hands. 	

Reception Spring 2 Tales from around the World	PSED		<ul style="list-style-type: none"> -Play the game, 'Sleeping Lions' to cool down following exercise and regulate their emotions if they are not the winner in the game. -Discuss the phrase, 'It matters not whether you win or lose, but how you play the game.' -Understand that if they lose they may feel disappointed. Know appropriate ways to express their disappointment. -Recognise and celebrate their own strengths. 	
	PD	<ul style="list-style-type: none"> -Describe physical changes to your body that can occur when you feel unwell, anxious, tired, angry or sad. -The purpose of cooling down after exercise is to return your heart rate close to resting. Stopping quickly without a cool down can result in light-headedness, dizziness and/or fainting. -Observe and describe body movements and shapes that can be made with their bodies through watching dance routines. -Recognise the importance of personal hygiene and how to keep themselves clean (bathing, brushing teeth, washing hands or covering their mouth when they cough etc). -Know how to wash their hands properly with soap and water and when it is necessary to do so. -Understand that all new gymnastic skills should be learned first with professional coaching and adequate matting. Gymnastics should only be practised with supervision. 	<ul style="list-style-type: none"> -Send and receive a ball by rolling from hand and striking with their foot. -Participate in passing and target games alone and/ or with a partner. -Respond to a range of stimuli, including Bhangra folk dance and modern Bollywood dancing. -Circuses include a group of performers that may include acrobats, clowns, trapeze acts, musicians, hoopers, tightrope walkers, jugglers and other artists who perform stunts. -They perform in a huge tent called the 'Big Top'. -Watch performances from the 'Chinese State Circus' and comment on the performer's movement. 	<ul style="list-style-type: none"> -Aim and throw an object using an underarm throw. -Develop hand-eye coordination and concentration skills through threading different materials and objects. -Perform a wide variety of dance actions moving freely and with confidence. -Recognise that actions can be reproduced in time to music; beat patterns and different speeds. -Explore different ways of moving e.g. under, over, through apparatus. -Know how to transport apparatus safely.
Reception Summer 1 The Environment	PSED	<ul style="list-style-type: none"> -Understand how to keep safe in and near water (at the beach and/ or a swimming pool). -Recognise that some things are private and the importance of respecting privacy. -Parts of their body covered by underwear are private. 		
	PD	<ul style="list-style-type: none"> -Develop more awareness of their bodies and the movements they are capable of doing. 	<ul style="list-style-type: none"> -Play cooperatively in group games following instructions. 	<ul style="list-style-type: none"> -Develop gross motor movements, build upper-body strength and muscle tone through group parachute games.

		<ul style="list-style-type: none"> -Participate in yoga breathing exercises and relaxation techniques showing an understanding that these can help them with stress management. -Walk safely and hold hands with a grown up or partner when walking near the road and crossing a road. -Identify safer crossing places and how to use them. -Follow safety instructions whilst visiting the recycling centre and know why these are important. -Focus and concentration is necessary when dancing. -Explore different fixings and methods of joining hard materials. -Use a variety of tools for different purposes. For example, use a screwdriver to attach screws, explore real nuts and bolts, hammers and golf tees into large fruit. -Know the safety implications when using tools and how to handle them carefully. 	<ul style="list-style-type: none"> -Participate in a yoga session, developing their physical strength in order to hold body poses, using their muscles in new ways. -The Morris Dance is an English folk dance. Morris dancing is performed at seasonal festivals. It is danced by a group of dancers wearing bells on their shins or shoes. -Movements can be sequenced to create a dance. 	<ul style="list-style-type: none"> -Develop skills in moving a ball using your feet. -Dribble the ball using the top or side of their feet showing control. -Dribble to and from a distance and in and out of cones.
	UW	<ul style="list-style-type: none"> -Identify and understand the needs of different living things and what they need to survive. -Animals need air, water, food, and shelter (protection from predators and the environment). 		
Reception Summer 2 Mini-Beasts and Habitats	PSED		<ul style="list-style-type: none"> -Understand that perseverance is important when you are learning something new. 	
	PD	<ul style="list-style-type: none"> -Understand the importance of healthy daily routines (morning and evening) and the impact these have on their well-being. -Some plants can be dangerous to touch. Recognise stinging nettles and know why they should not touch these plants. -A dock leaf is an effective natural remedy for nettle rash. 	<ul style="list-style-type: none"> -Create individual and small group body sculptures through making their bodies into different shapes (e.g., 3 children together to be a minibeast with 6 legs). 	<ul style="list-style-type: none"> -Select and use appropriate props to support movement, e.g. scarves to represent wings. -Move freely in the year 1 playground negotiating space and obstacles safely. -Run, stop and change direction with some balance and control when instructed.

		<ul style="list-style-type: none"> -Understand the need for safety when using hot equipment and the need for adult supervision. -Learn how to use a table knife for spreading (e.g. butter and honey on bread). -Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill. -Describe the taste of some familiar ingredients and make comparisons (e.g. maple syrup and honey). -Cut straight or curved lines and circular shapes using scissors. -Know how to fasten buttons on clothing (preparation for wearing a shirt in year 1). 		
	EAD	-Dress themselves in fancy dress, talk about fastenings and the different fabrics.		