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| **Physical Education in the Early Years - Reception** | | | | |
| **Term**  **Topic** | **Area of Learning** | **Concepts** | | |
| **Health** | **Social** | **Active** |
| **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**  **Healthy Living** | CL |  | -Learn the appropriate vocabulary to describe people with disabilities, e.g. wheelchair user, diversity, disability, impairment, learning disability. |  |
| PSED | **-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. | -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 | -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](https://kidshealth.org/en/parents/bones-muscles-joints.html). | -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. | -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 |  | * -The Paralympic Games or Paralympics are international sports competitions for people with disabilities.   -Athletes from countries around the world compete in the Paralympics. |  |
| EAD |  | -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 |  | -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 | -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. | -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. | -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 | -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 | -Develop more awareness of their bodies and the movements they are capable of doing.  -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. | -Play cooperatively in group games following instructions.  -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. | -Develop gross motor movements, build upper-body strength and muscle tone through group parachute games.  -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 | -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 |  | -Understand that perseverance is important when you are learning something new. |  |
| PD | **-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.  -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). | -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). | -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. |
| EAD | -Dress themselves in fancy dress, talk about fastenings and the different fabrics. |  |  |