

Physical Education

3-4 year olds will be able to...	Reception children will be able to...
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills (PD) • Go up steps and stairs, or climb up apparatus, using alternate feet. (PD) • Skip, hop, stand on one leg and hold a pose for a game like musical statues. (PD) • Use large-muscle movements to wave flags and streamers, paint and make marks. (PD) • Start taking part in some group activities which they make up for themselves, or in teams. (PD) • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD) • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (PD) • Choose the right resources to carry out their own plan. (PD) • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (PD) • Show a preference for a dominant hand. (PD) • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M) • Discuss routes and locations, using words like 'in front of' and 'behind'. (M) 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity. (PSED) • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. (PD) • Progress towards a more fluent style of moving, with developing control and grace. (PD) • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD) • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) • Combine different movements with ease and fluency. (PD) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD) • Develop overall body-strength, balance, co-ordination and agility. (PD) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (PD) • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD) • <i>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</i> • <i>Demonstrate strength, balance and coordination when playing. (PD)</i> • <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills. (PD)</i>

At Huby, children in EYFS will:

- Have access to outdoor provision throughout the day with a range of resources such as: bikes, scooters, trikes, skipping ropes, balls
- Learn to use all the resources safely and how to look after them properly
- Have a free-flow environment so children can be active as much as possible
- Take part in a range of dedicated PE sessions with specific trained teachers: skipping day, Curve dance