PE in Reception

PE	Reception
Introduction to PE Unit 1	• Use movement skills with developing balance and co-ordination. • Make independent choices. • Follow instructions involving several ideas or actions. • Negotiate space safely with consideration for myself and others. • Demonstrate balance. • Play co-operatively and take turns with others.
Introduction to PE Unit 2	• Use movement skills with developing balance and co-ordination. • Make independent choices. • Follow instructions involving several ideas or actions. • Negotiate space safely with consideration for myself and others. • Play co-operatively and take turns with others. • Understand the rules and can explain why it is important to follow them.
Fundamentals Unit 1	• Negotiate space safely with consideration for myself and others. • Play games honestly with consideration of the rules. • Confident to try new challenges. • Follow instructions involving several ideas or actions. • Use movement skills with developing balance and co-ordination when playing games. • Play co-operatively, take turns and encourage others.
Fundamentals Unit 2	• Negotiate space safely with consideration for myself and others. • Confident to try new challenges, deciding on the skills to use to complete the task. • Use movement skills with developing balance and co-ordination. • Follow instructions involving several ideas or actions. • Play co-operatively, take turns and congratulate others. • Play games honestly with consideration of the rules. • Show an understanding of my feelings and can regulate my behaviour.

Dance Unit 1	• Negotiate space safely with consideration for myself and others. • Confident to try new challenges and perform in front of others. • Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • Follow instructions involving several ideas or actions. • Combine movements, selecting actions in response to the task. • Show respect towards others when providing feedback.
Dance Unit 2	• Negotiate space safely with consideration for myself and others. • Confident to try new challenges and perform in front of others. • Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • Follow instructions involving several ideas or actions. • Combine movements, selecting actions in response to the task. • Show respect towards others when providing feedback.
Ball skills Unit 1	• Negotiate space safely with consideration for myself and others. • Use ball skills with developing competence and accuracy. • Play co-operatively and take turns with others. • Make independent choices. • Persevere when trying new challenges. • Play ball games with consideration of the rules.
Ball skills Unit 2	• Play co-operatively and take turns with others. • Use ball skills with developing competence and accuracy. • Persevere when trying new challenges. • Follow instructions involving several ideas or actions. • Negotiate space safely with consideration for myself and others. • Play ball games with consideration of the rules.

Games Unit 1	• Negotiate space safely with consideration for myself and others. • Follow instructions involving several ideas or actions. • Play co-operatively, take turns and encourage others. • Use ball skills with developing competence and accuracy. • Use movement skills with developing balance and co-ordination. • Play games honestly with consideration of the rules. • Show an understanding of my feelings and can regulate my behaviour.
Games Unit 2	• Use movement skills with developing balance and co-ordination. • Use ball skills with developing competence and accuracy. • Negotiate space safely with consideration for myself and others. • Play co-operatively, take turns and encourage others. • Follow instructions involving several ideas or actions. • Play games honestly with consideration of the rules. • Show an understanding of my feelings and can regulate my behaviour.
Gymnastics Unit 1	• Negotiate space safely with consideration for myself and others. • Confidently and safely use a range of large and small apparatus. • Combine movements, selecting actions in response to the task and apparatus. • Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • Follow instructions involving several ideas or actions. • Work co-operatively with others and take turns. • Confident to try new challenges.
Gymnastics Unit 2	• Negotiate space safely with consideration for myself and others. • Confidently and safely use a range of large and small apparatus. • Combine movements, selecting actions in response to the task and apparatus. • Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • Follow instructions involving several ideas or actions. • Work co-operatively with others and take turns. • Confident to try new challenges.

Range 4

- Identifies action words by following simple instructions, e.g. *Show me jumping*
- Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- Jumps up into the air with both feet leaving the floor and can jump forward a small distance
- Begins to walk, run and climb on different levels and surfaces
- Begins to understand and choose different ways of moving
- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it

- Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
- Runs safely on whole foot
- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Creates rhythmic sounds and movements

Range 5

- Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture
- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games
- Uses movement and sounds to express experiences, expertise, ideas and feelings

Range 6

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to build a collection of songs and dances
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

Environment
Outside area with access to:

- PE equipment- Balls, quoits, beanbags
- Bikes/ scooters outside
- Climbing frame
- Moving log
- Climbable tyres
- Tunnels
- Football/basketball nets

2 PE lessons take place a week for reception

Seasonal and topic links music and songs will take place throughout the year. E.g. Accompanying traditional stories