



St Antony's Catholic Primary School Curriculum

Physical Education EYFS



Map 2022– 2023

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
PRE - SCHOOL	<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"> Go up steps and stairs, or climb up apparatus, using alternate feet. Walk, run, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to capture bibs from others in games like foxes and rabbits. 	<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"> kick, throw and catch balls. shows a desire to help with tidying up sports equipment: e.g. cones, hoops, bean bags in bucket 	<p>Beginning to recognise danger and seeks support of significant adults for help.</p> <ul style="list-style-type: none"> Runs safely on whole foot Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands <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"> Can stand momentarily on one foot when shown. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. 	<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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NURSERY	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	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.	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.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Hold pencil between thumb and two fingers, no longer using whole-hand grasp	<ul style="list-style-type: none"> Moves freely and with pleasure in a range of movements. Uses some clearly identifiable phrases to communicate
	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Take part in some group activities which they make up for themselves, or in teams 	<ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Sharing and working pairs in sport games. <ul style="list-style-type: none"> Catching and throwing 	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Using gross motor movements to jump or jump. Uses hands and eyes together to catch a ball. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils	<ul style="list-style-type: none"> Can catch a large ball. Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> Observes the effects of activity on their bodies. Make healthy choices about food, drink, activity and tooth brushing 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RECEPTION	Gymnastics 1 Stretch Holding	Gymnastics 2 Jumping and Balancing	Dance Sequence movement Stop & Clap	Invasion Games Foxes and rabbits	Mini Olympics Free Running	Creative play Fun Games with Peers
	Games Target Bean Bags	Games Obstacles course Races	Games Musical statues Animals-Mini beasts	Games Cones and dishes/ Rob the nest	Games Throwing at target Working as part of a team Cone switch	Games 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 Identify healthy foods 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>slithering, shuffling, rolling, crawling, skipping, sliding and hopping</p>	<p>Can adjust speed or change direction</p>