

PE Medium Term Planning- Reception

Key Knowledge

Prime area - Physical Development

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. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility.

Year group Reception	Physical skills	Social skills	Emotional skills	Thinking skills
Autumn 1 Fundamentals- Unit 2	<ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> To take my time and work safely around others. To leave a space when following a partner to keep us both safe. To congratulate others when they do well. To share equipment with others and wait for my turn. To work co-operatively with others. 	<ul style="list-style-type: none"> To challenge myself to try the more difficult tasks. To play games honestly. To try my best. To be confident to try new challenges. To understand that sometimes we play games where I get caught and this is only part of the game. To confidently use equipment. 	<ul style="list-style-type: none"> To understand and follow instructions. To listen to and follow instructions, responding with the appropriate action. To think of my own movement to do on the spot. To understand and follow instructions. To understand the rules of the game. To explore different ways to travel.
Autumn 2 Introduction to PE- Unit 1.	<ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. 	<ul style="list-style-type: none"> To share equipment with others. To communicate with others when playing games. To show an awareness of others when working in a space. To work sensibly, 	<ul style="list-style-type: none"> To make independent choices whilst playing games. To continue to practise even if the skills are new and challenging to me. To show confidence to try new 	<ul style="list-style-type: none"> To choose my own method of travelling around the space. To listen and follow instructions. To reflect on my own learning, identifying what I found challenging To select actions to travel along the path. To listen to and follow instructions. To use decision making to choose the best route to take.

	<ul style="list-style-type: none"> • To use different travelling actions whilst following a path. • To work with others co-operatively and play as a group. • To follow, copy and lead a partner. 	<p>leaving a gap when following a path between myself and the next person.</p> <ul style="list-style-type: none"> • To lead a partner safely around the space. • 	<p>challenges and persevere if I find them difficult.</p> <ul style="list-style-type: none"> • To make independent choices. • To show confidence to take part in new challenges. • To make independent choices in response to a task. 	
<p>Spring 1 Introduction to PE- Unit 2</p>	<ul style="list-style-type: none"> • To move around safely in space. • To follow instructions and stop safely. • To stop safely and develop control when using equipment. • To follow a path and take turns • To work cooperatively with a partner. 	<ul style="list-style-type: none"> • To show an awareness of others when playing to keep myself and others safe. • To work co-operatively with others. • To use equipment safely and responsibly. • To encourage others to do their best and take turns as a group. • To communicate with a partner to decide which hoops to score points in. 	<ul style="list-style-type: none"> • To show honesty when playing. • To show confidence to try new challenges and persevere if I find them difficult. • To try my best. • To try hard to beat my previous score. 	<ul style="list-style-type: none"> • To understand the rules and use them to play games. • To use decision making to keep myself and others safe. • To create my own skill using a ball. • To choose my own method to travel and to understand how to score.
<p>Spring 2 Dance- Unit 1</p>	<ul style="list-style-type: none"> • To use counts of 8 to know when to change action. • To explore different body parts and how they move. • To explore different body parts and how they move 	<ul style="list-style-type: none"> • To move safely around others. • To show an awareness of space, themselves and others. • To show respect by sitting quietly when 	<ul style="list-style-type: none"> • To work independently. • To have confidence to share my work. • To show confidence to perform. 	<ul style="list-style-type: none"> • To choose my own actions to respond to the task. • To provide feedback on someone else's performance. • To remember a number of actions and repeat them.

	<p>and remember and repeat actions.</p> <ul style="list-style-type: none"> To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. 	<p>watching others perform.</p> <ul style="list-style-type: none"> To work with a partner to complete the task set. To work sensibly, leaving a gap when following a path between myself and the next person. 		
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<p>Summer 1 Gymnastics- Unit 1</p>	<ul style="list-style-type: none"> To copy and create shapes with my body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. 	<ul style="list-style-type: none"> To remember a number of actions and repeat them. To take turns with my group ensuring everyone is safe To work safely with and around others. To move safely around space. To share a mat and wait to take my turn. To share equipment. 	<ul style="list-style-type: none"> To show determination to hold my balance. To confidently use apparatus. To try new and challenging tasks. To be confident to show my jumping actions. To be confident to share my ideas. 	<ul style="list-style-type: none"> To know that if I hold a shape and count to five people will see it clearly. To think of my own actions to perform on apparatus. To understand and follow instructions. To create a short sequence using different actions. To know which shapes help me to roll. To think of my own way to travel around, over and through
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	<ul style="list-style-type: none"> To copy and create short sequences linking actions together. 			equipment.
<p>Summer 2 Games- Unit 1</p>	<ul style="list-style-type: none"> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. 	<ul style="list-style-type: none"> To make decisions about where to move to keep myself and others safe. To communicate with my partner to keep score. To play confidently with and around others. To move safely around others. To work co-operatively as a team and take turns. To support and encourage others in my group. 	<ul style="list-style-type: none"> To be confident to share my ideas. To be honest in the games I play. To try my best. To understand that sometimes you win and sometimes you lose and begin to cope with this. 	<ul style="list-style-type: none"> To explain the changes that happen to my body as I exercise. To understand how to score. To understand what my role is in the game. To understand the rules of the game. To make decisions about the best route to take.
<p>GDS Opportunities</p>	<ul style="list-style-type: none"> -Can they persevere with a task and improve their performance through regular practice? -Can they set personal challenges and are able to achieve these? -Can they review, analyse and evaluate their own and others' strengths and weaknesses? 			

- Can they effectively transfer skills from one sport to another?
- Can they work effectively as a team showing good sportsmanship?
- Can they show a great understanding of rules and tactics and adapt tactics where necessary?
- Can they show ability and confidence performing skills at a competitive level?
- Can they show an understanding of the health and fitness side of PE?
- Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm?
- Do they show the skills to lead a group or become a sports leader?