 EYFS PE Overview

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| **Key Concepts**  **NC PoS Reference** | **Vocabulary** | **Substantive Knowledge** | **Disciplinary & Procedural Knowledge** |
| Ball Skills   * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Work and play cooperatively and take turns with others. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Use a range of small tools, including scissors, paint brushes and cutlery. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. | * Collect * ball control * games * bounce * count * hand * high * explore * safety * height | * Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. * Shows some understanding towards the effects of activity on their body. * Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. | * Can play in a group, extending and elaborating play ideas within the group. * Shows increasing control when throwing and catching a large ball. * Begins to accept the needs of others and can take turns and share, sometimes with the support of others. |
| Dance   * Moves confidently in a range of ways, safely negotiating space. * Knows the importance for good health of physical exercise and a healthy diet. * Can manage their own basic hygiene and personal needs successfully, including dressing. * Confident to try new activities and say why they like some more than others. * Work as part of a team. | Teamwork  • Music  • Movement  • Count  • Together  • Counting  • Create  • Ideas  • Dance  • Impression  • Mirror  • Character | * Understand the concept of playing characters and taking on different roles * and perform in character to the music. | * Explore different movements – keeping good balance and coordination. * Show different emotions, impressions and expressions depending on the stimuli. * Listen to the music and move in time with it. * Work well with a partner, copying and mirroring movements. * Work well with others. |
| Fun & Games  Plays cooperatively, taking turns with others.  • Understand and follow rules.  • Work as part of a team.  • Confident to try new activities and say why they like some more than others.  • Handles equipment and tools effectively, including pencils for writing.  • Moves confidently in a range of ways, safely negotiating space. | Look  • Watch  • Sight  • Hear  • Listen  • Run  • Direction  • Head Up  • Work Together  • Counting  • Breathing | Shows understanding of the need for safety when tackling new challenges and  considers and manages some risks when using equipment.  • Aware of the boundaries set, and of behavioural expectations in the setting, and can  respond to simple instructions. | Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid  obstacles.  • Begins to accept the needs of others and can take turns and share, sometimes with the  support of others.  • Moves freely and with pleasure and confidence in a range of skilful ways.  • Shows understanding when counting objects to 10 and beginning to count beyond 10 |
| Me & Myself  Understand and follow rules.  • Plays cooperatively, taking turns with others.  • Can manage their own basic hygiene and personal needs successfully, including dressing.  • Knows the importance for good health of physical exercise and a healthy diet. | • Uniform  • Changing  • Quick/Speed  • Lesson  • Listen  • Instruction  • Body Parts  • Direction  • Awareness  • Heart Rate | Shows some understanding towards the effects of activity on their body.  • Responds to ideas showing understanding, asking appropriate questions of  others | Ability to dress themselves with support if necessary.  • Moves freely and with pleasure and confidence in a range of skilful ways.  • Engages in conversation with others.  • Runs skilfully and negotiates spaces successfully, adjusting speed or  direction to avoid obstacles.  • Ability to link sounds to letters, naming and sounding the letters of the  alphabet. |
| Movement Development  Shows good control and co-ordination in large and small movements  • Moves confidently in a range of ways, safely negotiating space.  • Knows the importance for good health of physical exercise and a healthy diet.  • Can manage their own basic hygiene and personal needs successfully, including dressing.  • Confident to try new activities and say why they like some more than others.  • Understand and follow rules. | Control  • Coordination  • Slow  • Fast  • High  • Low  • Walk  • Run  • Fluently  • Free  • Awareness  • Space  • Creative  • Movements | Shows understanding of the need for safety when tackling new  challenges and considers and manages some risks.  • Shows some understanding towards the effects of activity on their  body.  • Aware of the boundaries set, and of behavioural expectations in  the setting, and can respond to simple instructions. | Travels with confidence and skill in a range of movements when  using equipment.  • Moves freely and with pleasure and confidence in a range of skilful  ways.  • Runs skilfully and negotiates spaces successfully, adjusting speed  or direction to avoid obstacles |
| Throwing & Catching  Can manage their own basic hygiene and personal needs successfully, including dressing.  • Shows good control and co-ordination in large and small movements.  • Handles equipment and tools effectively, including pencils for writing.  • Plays cooperatively, taking turns with others.  • Understand and follow rules.  • Confident to try new activities and say why they like some more than others. | Throw  • Catch  • Watch  • Aim  • Target  • Push  • Roll/push  • Kick  • Hands  • Bounce  • Count  • Ready | Able to respond to simple instructions, showing a good understanding of  safety when using tools and equipment.  • Aware of the boundaries set, and of behavioural expectations in the  setting, and can respond to simple instructions. | Showing increased control when catching a ball.  • Shows increasing control over an object, pushing, pasting, throwing,  catching, or kicking it.  • Moves freely and with pleasure and confidence in a range of skilful ways.  • Can play fairly in a group. Show the ability to accept the needs of others  and can take turns and share resources, sometimes with support from  others. |
| Working With Others  Can manage their own basic hygiene and personal needs successfully, including dressing.  • Shows good control and co-ordination in large and small movements.  • Handles equipment and tools effectively, including pencils for writing.  • Work as part of a team.  • Understand and follow rules | • Throw  • Catch  • Watch  • Aim  • Target  • Ready  • Roll  • Bounce  • Count  • Help  • Team  • Partner | Shows some understanding that good practices regarding exercise, eating,  sleeping and hygiene can contribute to good health.  • Aware of the boundaries set, and of behavioural expectations in the  setting, and can respond to simple instructions. | Can play in a group.  • Keeps play going by responding to what others are saying or doing.  • Begins to accept the needs of others and can take turns and share,  sometimes with the support of others.  • Runs skilfully and negotiates spaces successfully, adjusting speed or  direction to avoid obstacles. |
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