

PE Reception Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring – Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know ✓ • Being willing to 'have a go' ✓ 	Active Learning – Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ 	Creating and Thinking Critically – Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓

Area of PE	Knowledge and skills
Games Working towards meeting ELGs: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop overall body strength, co-ordination, balance and agility
Dance Working towards meeting ELGs: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Being Imaginative & Expressive: Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility Begin to develop movements with increased ease and fluency. Begin to copy and remember moves and positions. Begin to move with more care control and coordination.
Gymnastics and Yoga Working towards meeting ELGs: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop the overall body strength, co-ordination, balance and agility Begin to develop movements with increased ease and fluency. Begin to copy and remember actions. Begin to move with some control and awareness of space. Show contrasts (such as small/tall, straight/curved and wide/narrow). With support travel by rolling forwards, backwards and sideways. With support climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.
Vocabulary: Games: Striking, catching, own space, team, speed, direction, passing, controlling, shooting, scoring Dance: Travel, stillness, direction, space, body parts, levels, speed Gymnastics and Yoga: Forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow	

Other areas of the EYFS that PE will enable the children to work towards meeting ELGs:

Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.