



EYFS Long Term Plan:-Physical Development Gross Motor (PE Passport)

Educational Programme	<p>Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
Characteristics of Effective Learning	<p>Playing and Exploring</p> <p>Children investigate and experience things, and 'have a go'.</p> <p>Active Learning</p> <p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically</p> <p>Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>

<p>Development Matters</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes</p>
<p>Early Learning Goal</p>	<p>Physical Development – Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

	Autumn 1 Fundamental Movement Skills	Autumn 2 FMS – Jack and the Beanstalk	Spring 1 FMS – Superworm	Spring 2 FMS – Transport	Summer 1 FMS – Hungry Caterpillar	Summer 2 FMS – Mini Beasts
Key Vocabulary	Jump, distance, hop, throw, underarm, land, over arm, distance, catch, throw, climb, over, under, through, fast, slow, balance	Control, coordination, touching, pushing, patting, throwing, catching, jump, land safety, roll, climb, apparatus, up, down	Jump, travel, slither, stretch, slide, distance, hop, skip, catch, travel, over, under, through	Travel, fast, slow, forwards, backwards, sideways, speed, fast, slow, push, roll, throw, overarm, distance, climb	Travel, low, jump, over, under, through, balance, still, climb, throw, under arm, roll, fast, slow	Travel, over, under, over, through, balance, catch, ball, accuracy, roll
Quality Texts		Jack and the Beanstalk by Nick Sharratt	Superworm by Julia Donaldson	We all go travelling by by Sheena Roberts	The Very Hungry Caterpillar by Eric Carle	Twist and Hop Mini beast Bop by Tony Mitton

PE Passport Skills

<p>To jump for distance</p> <p>To land appropriately.</p> <p>To hop on both feet.</p> <p>To underarm throw for distance.</p> <p>To over arm throw for distance.</p> <p>To catch with increasing accuracy.</p> <p>To climb with confidence over, under and through climbing equipment</p>	<p>To experiment with different ways of moving</p> <p>To use increasing control over an object by touching, pushing, patting, throwing or catching</p> <p>To move with control and co-ordination</p> <p>To use a range of small and large equipment</p> <p>To jump and land appropriately</p> <p>To roll in a variety of ways</p> <p>To climb up and down apparatus using alternate feet</p>	<p>To perform the basic skill of jumping</p> <p>To travel in a variety of ways low to the ground</p> <p>To travel around the space hopping and skipping</p> <p>To catch a large ball</p> <p>To travel under, over and through balancing and climbing equipment</p> <p>To pull themselves up on climbing equipment</p>	<p>To travel in a variety of ways</p> <p>To adjust speed and direction to avoid obstacles</p> <p>To show increasing control over an object pushing it</p> <p>To perform a variety of gymnastic rolls</p> <p>To over arm throw for distance</p> <p>To climb play equipment</p>	<p>To perform the basic skill of jumping</p> <p>To travel in a variety of ways low to the ground</p> <p>To travel over, under and through balance and climbing equipment.</p> <p>To balance on a range of body parts</p> <p>To throw underarm</p> <p>To roll in a variety of ways</p>	<p>To perform the basic skill of jumping</p> <p>To travel over, under and through climbing equipment</p> <p>To travel over, under and through balance and climbing equipment.</p> <p>To catch a large sponge ball</p> <p>To catch with increasing accuracy</p> <p>To roll in a variety of ways</p>
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PE Passport Unit Outcomes	Developing skills To jump and land safely	Developing skills To throw underarm	Developing skills To jump and land safely	Developing skills To jump and land safely	Developing skills To jump and land safely	Developing skills To jump and land safely
	To throw underarm To throw overarm To hop on left foot To hop on right foot To catch a large ball	To throw overarm To hop on left foot To hop on right foot To catch a large ball	To throw overarm To hop on left foot To hop on right foot To catch a large ball To travel on hands and feet	To perform an egg roll To perform a pencil roll To roll a ball To throw underarm To throw overarm	To perform an egg roll To perform a pencil roll To run fast	To perform an egg roll To perform a pencil roll To throw underarm To throw overarm To catch a large ball
	Character development To climb on climbing frame with confidence	Character development To climb on climbing frame with confidence	Character development To climb on climbing frame with confidence	Character development To climb on climbing frame with confidence	Character development To be determined to keep a balance still	Character development To be willing to keep trying to improve

	Application of skills To travel under, over and through equipment	Application of skills To travel under, over and through equipment	Application of skills To carry equipment safely To explore different ways of travelling using equipment and apparatus	Application of skills To carry equipment safely	Application of skills To jump in different ways	Application of skills To combine travelling using apparatus (Through, over, under etc.)
Progression of knowledge and skills in PE						
	Knowledge			Skills		
Ball Skills	Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.			Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.		

Dance	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into a space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end,</p> <p>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>	<p>Actions: explore how my body moves. Copy basic body actions and rhythm.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relations to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>
Fundamentals	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others help to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skiping: know that if I hop then step that will help me to skip.</p>	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skiping: explore skipping as a travelling action.</p>

Gymnastics	<p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly</p>	<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balance: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p>
Net and wall games	<p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task</p> <p>Rules: know that rules help us to stay safe</p>	<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>

Key Learning Linked to Physical Development – Gross Motor Control (LPDS)

Fundamental Movement Skills	Gross Motor Skills / Movements	Spatial Awareness	Safety Awareness
Run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.	Climbing, crawling, skipping, sliding, slithering, shuffling.	Awareness of own space, negotiates space, finds a space, changes direction, stops	When moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.
Apparatus	Body Strength	Movement of Body Parts	Vocabulary Linked to Movement
Control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.	With and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.	Rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes	Names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.