

			Intent Phase
			Statutory Framework for EYFS – Early Years Goals
			Reception children at the expected level of development will:
Physical Development	<u>Pillars of Progression:</u> <u>Pillar 1:</u> Motor Competences and Fundamental Movement Skills (FMS) <i>NB: Best developed between 3 and 8 years old</i>	Gross motor skills	<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.
		Fine motor skills	<ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery.
Personal, Social & Emotional Development	Self-regulation		<ul style="list-style-type: none"> - 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		<ul style="list-style-type: none"> - 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		<ul style="list-style-type: none"> - 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.

All foundation pe planning lesson plans follow this road mapping document.
 To break each unit down further please see individual unit medium—term plans (*implementation phase*).

Intent, Implementation, Impact	
<u>Ball Skills</u>	<ul style="list-style-type: none"> ■ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. ■ Can play in a group, extending and elaborating play ideas within the group. ● Begins to accept the needs of others and can take turns and share, sometimes with the support of others. ● Shows increasing control when throwing and catching a large ball.
<u>Dance</u>	<ul style="list-style-type: none"> ■ Explore and copy basic body actions and rhythms. ■ Negotiate space confidently, using appropriate strategies. ■ Use their bodies to respond to stories, topics, and music.
<u>Fitness</u>	<ul style="list-style-type: none"> ■ Improve speed, agility, balance, coordination, strength and physical fitness. ■ Works well as part of a team. ■ Develop and demonstrate the jumping technique safely. ■ Solve challenges whilst on the move. ● Work individually and cooperatively to perform a range of balances.
<u>Fun & Games</u>	<ul style="list-style-type: none"> ■ Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. ■ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. ● 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.

<p><u>Me & Myself</u></p>	<ul style="list-style-type: none"> • 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.
<p><u>Movement Development</u></p>	<ul style="list-style-type: none"> • Travels with confidence and skill in a range of movements when using equipment. • Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. • 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.
<p><u>Throwing & Catching</u></p>	<ul style="list-style-type: none"> • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
<p><u>Working with Others</u></p>	<ul style="list-style-type: none"> • Can play in a group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Keeps play going by responding to what others are saying or doing. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.

Intent, Implementation, Impact			
(PE Life Skills)			
<u>Health, Fitness & Wellbeing</u>	Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. Begin to understand the importance of regular exercise.	<u>Feedback</u>	Express their enjoyment of an activity using simple feedback techniques (e.g. thumbs up/down).
<u>Body Awareness</u>	Shows some understanding towards the effects of activity on their body.	<u>Peer-coaching</u>	Responds to ideas showing understanding, asking appropriate questions of others.
<u>Safety</u>	Aware of the boundaries set, and of behavioural expectations in the setting, to ensure everyone's safety. Know that equipment and apparatus can be harmful.	<u>Leadership & Teamwork</u>	Can play fairly in a group. Work well with a partner, copying and mirroring movements. Shows the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.
<u>Evaluation</u>	Watch and copy some basic movements in P.E. Responds to what others are saying or doing.		