



P.E Curriculum Map 2022-23

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 (Reception) Physical Development	Throwing and Catching	Gross and fine motor skills (Gymnastics FUNdamentals)	Dance Throwing and catching	Movement and agility	Running and jumping	Co-ordination
2 (Year 1)	Bean bag and ball catching	Gymnastics (Key Steps)	Dance Throwing and catching	Movement/tag games	Athletics	Goalball
3 (Year 2)	Bench ball	Gymnastics (Key Steps)	Dance Invasion games	Dodgeball	Athletics	Bench ball
4 (Year 3/4)	Handball Swimming	Gymnastics (Core Proficiency 8-6) Swimming	Dance Sports hall athletics	Football	Athletics	Racquet Sports
5 (Year 4/5)	Netball	Gymnastics (Core Proficiency 6-4)	Dance	Hockey	Athletics	Handball
6 (Year 6)	Tag Rugby	Gymnastics (Core Proficiency 4-1)	Dance Sports hall athletics	Volleyball	Athletics Tactical/Strategy Games Swimming	Racquet Sports Orienteering Swimming

■ Durham Council swimming lessons



The Foundations of PE in EYFs

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

- Autumn1- Me, my family and my village
Harvest/ Autumn
- Autumn 2- Heroes People who help us, Why do we wear poppies?
Bonfire night
Christmas
- Spring 1 - Winter
Chinese New Year
Africa
- Spring 2 - Traditional Tales
Growing plants
Easter/ Spring
- Summer 1 - Lifecycle
- Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

- Autumn 1 - All about me (when I grow up)
Autumn - Forest Classroom
- Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)
- Spring 1 - Winter
Once upon a time and rhyme,
Chinese New Year
- Spring 2 - Mr Wolf's Pancakes
Bible stories - Noahs Ark and Animals
Spring / Easter
- Summer 1 - Lifecycle/ Growing
- Summer 2 Healthy foods,
People Who Help Us

Nursery 1 (2-3 Year Olds)

- Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)
- Term 2- Animals/ Pets / Textures and Colours
- Term 3- Teddy Bears Picnic
- Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day*

Physical Development Physical

Activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE		
Two and Three Year Olds	Personal, Social and Emotional Development	<p>I can play with increasing confidence on my own and with other children. 1</p> <p>I am beginning to show control for example waiting for a turn. 1</p>
	Physical Development	<p>I can clap and stamp to music. 1</p> <p>I can fit and move around in spaces like tunnels, dens and large boxes. 1</p> <p>I am beginning to kick, throw and catch balls. 1</p> <p>I can build independently with a range of appropriate resources. 2</p> <p>I can walk, run, jump and climb. 1</p> <p>I am beginning to climb the stairs with support - hand or banister. 1</p> <p>I am beginning to learn to use equipment to use safely, developing manipulation and control. 2</p> <p>I am beginning to understand other people can help me complete a challenge. 2/3</p> <p>I am learning to be healthy. 3</p>
	Expressive Arts and Design	<p>I can show attention to sounds and music. 1</p> <p>I can move and dance to music. 1</p> <p>I am starting to make marks intentionally 2</p>

		<p>I can explore paints using fingers and other parts of my body as well as brushes and other tools. 2</p> <p>I can enjoy and take part in action songs. 2/3</p>
Three and Four-Year-Olds	Personal, Social and Emotional Development	<p>I am independent in my play and can play with others. 1</p> <p>I can choose equipment for my play and I can tell you why I am playing with equipment. 2</p> <p>I can think about my play. I can think and choose my own play challenges. 3</p> <p>I can use equipment correctly. 2</p>
	Physical Development	<p>I can move in a variety of ways, I am a confident runner and I can climb safely, jump off safe apparatus and take risks. 1</p> <p>I can climb stairs independently.1</p> <p>I can make marks independently, and can hold my pencil correctly. 2</p> <p>I can independently do an action rhyme with actions.1</p> <p>I can choose the right equipment and resources to do a challenge safely and use scissors to snip. 2</p> <p>I can ask others to help me solve a challenge that I am struggling physically to solve. 2/3</p> <p>I can choose healthy options and I can tell you why I need to clean my teeth. 1</p> <p>I can understand why I need to move my body. 3</p> <p>I can use a dominant hand to make marks. 1</p> <p>I can take off and put on my coat and shoes independently. 2</p>

<p>Three and Four-Year-Olds Continued</p>	<p>Expressive Arts and Design</p>	<p>I can move to music 1</p>
<p>Reception</p>	<p>Personal, Social and Emotional Development</p>	<p>I am a confident individual, I can show resilience and perseverance in the face of challenge.</p> <p>I can listen to an adult and my friend.</p> <p>I can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	<p>Physical Development</p>	<p>I can move with confidence, control and grace.</p> <p>I can successfully complete a physical challenge.</p> <p>I can be still and quiet and I can sit on the floor with my legs crossed.</p> <p>I know why I get out of breath and tell you about why raising my heart rate is good for me.</p> <p>I move with coordination and balance - independently I can move my full body during a dance.</p> <p>I can cut shapes with scissors.</p> <p>I can eat my dinner with a knife and fork .</p> <p>I can confidently move around an obstacle course, I can climb, run and avoid obstacles, I can throw, kick and catch a ball.</p>
	<p>Expressive Arts and Design</p>	<p>I can perform in a performance.</p> <ul style="list-style-type: none"> • I can dance in a sequence of learnt moves.

ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a 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.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.

<p>ELG Continued</p>	<p>Physical Development</p>	<p>Gross Motor Skills</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.
	<p>Expressive Arts and Design</p>	<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.