



St Monica's R.C Primary School – Reception Knowledge Organiser – PE



PE in Reception

We physically develop through the following EYFS areas of learning:

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

PE helps us to stay physically fit and healthy and teaches us to play different sports. We learn and take part in physical activities. We also develop our fine and gross motor skills through continuous provision activities.

Dance

- Ideas can be expressed through shapes, movements and actions.
- When we dance, we move our bodies to the sound of the music
- We can repeat some movements in a pattern to create a dance sequence
- Movements can be at different levels e.g. stretching, sliding etc
- It is important to move safely in a space.
- Feedback helps us to improve



Vocabulary

Sequence, levels, shapes, movements, actions, safely, space, speed

Athletics

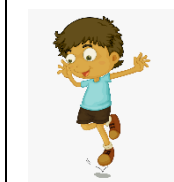
Fundamental Movements

- We learn to move in lots of different ways
- We can move over, under, around and through things
- When climbing up stairs or steps we need to alternate feet.
- When moving down stairs or steps we can still put two feet on a step



Running and Jumping

- Our body position is important when preparing to run, jump and throw.
- A race involves running within a lane.
- A scissor kick is a type of high jump
- When we are running we change our speed
- When we are jumping we should bend our knees



Vocabulary

position, prepare, overhead, landing, scissor kick, high jump

Key Vocabulary

Movements: Running, crawling, jumping, shuffling, skipping, hopping, rolling, sliding.

Equipment: Football, tennis ball, basketball, tennis racquet, hula hoop, bean bag, skipping rope, net.

Gymnastics

- Different shapes can be made when jumping e.g. star and pencil jumps.
- Joining different movements together can make a sequence.
- Turns can be different e.g. half and quarter turns
- Rocking involves moving forward or back, or side to side, on the same body part.
- Rolling can involve moving sideways or forwards with control.



Vocabulary

star jumps, pencil jumps, shapes, bending, balance, sequence, half turn, quarter turn, leaping rocking, rolling, pencil roll, egg roll, log roll

Games

- A good underarm throw involves standing with one leg forward and using the opposite arm to throw
- To make a strike more powerful you must use the top part of your foot (shoelace)
- When rolling a ball accurately you must bend with one leg forward



Vocabulary

Target, throw, strike, underarm, roll, travel

PE Links to EYFS Statutory Framework and Development Matters

Physical Education

Personal, Social and Emotional Development

3 / 4 year olds:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.

Reception:

- Manage their own needs.

ELG: PSED: Managing Self

- 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.

ELG: PSED: Building Relationships

- Work and play cooperatively and take turns with others.

Physical Development

3 / 4 year olds:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Reception

- Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

Expressive Arts and Design

3 / 4 year olds:

- Respond to what they have heard, expressing their thoughts and feelings.
- Reception:
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively, sharing ideas, resources and skills.
 - Listen attentively, move to and talk about music, expressing their feelings and responses.
 - Watch and talk about dance and performance art, expressing their feelings and responses.
 - Explore and engage in music making and dance, performing solo or in groups.

ELG: EAD: Being Imaginative and Expressive:

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

- Know and talk about the different factors that support overall health and wellbeing: regular physical activity

ELG: PD: 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.

KS1 PE National Curriculum Areas of Learning

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.