

Physical Education

Long Term Plans



**Upper
Wharfedale
Primary
Federation**



EYFS Statement for PE – Physical Development

In the Early Years Foundation Stage, teaching is underpinned by the Characteristics of Effective Learning, supporting children to explore movement, develop physical confidence, and build healthy habits through active play and purposeful experiences. Our approach ensures that children engage in physical activity in meaningful ways, nurturing their coordination, strength, balance, and enjoyment of being active.

Physical development is fundamental to children’s overall growth and wellbeing. A high-quality PE and physical development curriculum inspires, challenges, and supports children to develop gross and fine motor skills, body awareness, and control. As children progress, they learn to move with confidence, manage risks safely, and understand the importance of physical activity for a healthy lifestyle.

Children explore a wide range of physical skills and movements throughout the learning environment, including indoor and outdoor continuous provision. Staff carefully plan enhanced provision to create meaningful opportunities for children to practise, apply, and deepen their physical skills across a variety of contexts, such as games, dance, gymnastics, and outdoor play.

Through Physical Education and Physical Development, we aim to support every child to “Be the Light” to shine with confidence, resilience, and a positive attitude towards movement, laying strong foundations for lifelong health and wellbeing.

Pre School	Reception	ELG
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> 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. Remember rules without needing an adult to remind them. <p>Physical Development</p> <ul style="list-style-type: none"> 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. 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, 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Manage their own needs. - personal hygiene Know and talk about the different factors that support overall health and wellbeing: - regular physical activity <p>Physical Development</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development 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 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. <p>Managing Self</p> <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. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others.

<p>walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> 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. <p>Page 1 of 3 visit twinkl.com</p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> 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. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> 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. 	
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KS1 Yearly Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Fundamental movements	Attack and defend	Dance	Gym	Run, jump, throw	Hit, catch, run

KS2 Yearly Overview

9 weeks 9th September – 11th November	9 weeks 18th November – 27th January	9 weeks 3rd February – 21st April	9 weeks 26th April – 14th July
Year 3 Outdoor Learning	Year 4 Outdoor Learning	Year 5 Outdoor Learning	Year 6 Outdoor Learning
Year 4 Cricket and Dance Gymnastics and Hockey	Year 3 Cricket and Badminton Gymnastics and Hockey	Year 3 Swim and Athletics Swim and Rounders	Year 5 Basketball and Athletics Netball and Badminton
Year 5 Swim and Dance Swim and hockey	Year 5 Swim and Cricket Swim and Gymnastics	Year 4 Swim and Basketball Swim and Badminton	Year 4 Athletics and Swim Rounders and Swim
Year 6 Swim and Cricket Swim and Gymnastics	Year 6 Swim and badminton Swim and Hockey	Year 6 Basketball and Athletics Dance and Rounders	Year 3 Swim and dance Swim and basketball