

Intent Phase	
	Statutory Framework for EYFS Programmes of Study
	Reception children at the expected level of development will:
<u>Physical Development</u> Gross motor skills	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> </ul>
<u>Physical Development</u> Fine motor skills	<ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>
<u>Physical, Social &amp; Emotional Development</u> Self-regulation	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul>
<u>Physical, Social &amp; Emotional Development</u> Managing self	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<u>Physical, Social &amp; Emotional Development</u> Building relationships	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>

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"> <li>• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>• Can play in a group, extending and elaborating play ideas within the group.</li> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Shows increasing control when throwing and catching a large ball.</li> </ul>
<u>Dance</u>	<ul style="list-style-type: none"> <li>• Explore and copy basic body actions and rhythms.</li> <li>• Negotiate space confidently, using appropriate strategies.</li> <li>• Use their bodies to respond to stories, topics, and music.</li> </ul>
<u>Fun &amp; Games</u>	<ul style="list-style-type: none"> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Shows understanding when counting objects to 10 and beginning to count beyond 10.</li> </ul>
<u>Me &amp; Myself</u>	<ul style="list-style-type: none"> <li>• Ability to dress themselves with support if necessary.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Engages in conversation with others.</li> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Ability to link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>

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

Intent, Implementation, Impact			
(PE Life Skills)			
<u>Health, Fitness &amp; Wellbeing</u>	Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.	<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 &amp; Teamwork</u>	Can play fairly in a group.  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.		