



## Physical Education (PE) Coverage 2025-2026

AIM	All pupils should succeed and excel in competitive sport and other physically-demanding activities. Pupils should become physically confident in a way which supports their health and fitness. Pupils should access and compete in sport and other activities to build character and help to embed values such as fairness and respect.						
TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ADVENT 1	<u>Fundamentals:</u> <u>Unit 1</u>	<u>Fundamentals</u> <b>Footwork/balance</b>  <u>Dance</u>	<u>Fundamentals</u> <b>Footwork/balance</b>  <u>Dance</u>	<u>Fundamentals</u> <u>(Year 3/4)</u>  <u>Dance</u>	<u>Outdoor and adventurous activities</u>  <u>Fitness</u>	<u>Swimming</u> Proficient in Swimming of at least 25m width, a range of strokes and perform safe self-rescue	<u>Hockey (Year 5/6)</u>  <u>Outdoor and adventurous activities</u>
ADVENT 2	<u>Gymnastics:</u> <u>Unit 1</u>	<u>Ball skills</u>  <u>Gymnastics</u>	<u>Ball skills</u>  <u>Gymnastics</u>	<u>Gymnastics</u>  <u>Ball Skills (Year 3/4)</u>	<u>Gymnastics</u>  <u>Invasion games</u> <b>Netball (Year 3/4)</b>		<u>Gymnastics</u>  <u>Fitness</u>
LENT 1	<u>Dance:</u> <u>Unit 1</u>	<u>Gymnastics</u>  <u>Target Games</u>	<u>Gymnastics</u>  <u>Target Games</u>	<u>Gymnastics</u>  <u>Invasion Games</u> <b>Basketball (Year 3/4)</b>	<u>Swimming</u> Proficient in Swimming of at least 25m width, a range of strokes and perform safe self-rescue	<u>Gymnastics</u>  <u>Fitness</u>	<u>Gymnastics</u>  <u>Target Games</u> <b>Golf (Year 5/6)</b>
LENT 2	<u>Ball Skills:</u> <u>Unit 1</u>	<u>Fundamentals</u> <b>Agility &amp; ball skills</b>  <u>Sending and receiving</u>	<u>Fundamentals</u> <b>Agility &amp; ball skills</b>  <u>Sending and receiving</u>	<u>Invasion games</u> <b>Football (Year 3/4)</b>  <u>Fitness</u>		<u>Dance</u>  <u>Tag Rugby (Year 5/6)</u>	<u>Net and wall Tennis</u>  <u>Invasion games</u> <b>Basketball (Year 5/6)</b>
PENTECOST 1	<u>Fundamentals:</u> <u>Unit 2</u>	<u>Athletics</u>  <u>Invasion Games</u> <b>Dribbling</b>	<u>Athletics</u>  <u>Invasion Games</u> <b>Attacking and defending</b>	<u>Swimming</u> Proficient in Swimming of at least 25m width, a range of strokes and perform safe self-rescue	<u>Athletics</u>  <u>Net and Wall Tennis</u>	<u>Athletics</u>  <u>Badminton (Year 5/6)</u>	<u>Athletics</u>  <u>Invasion Games</u> <b>Football (Year 5/6)</b>
PENTECOST 2	<u>Games:</u> <u>Unit 1</u>	<u>Striking and Fielding</u> <b>Rounders/cricket</b>  <u>Net and Wall Tennis</u>	<u>Sending and receiving</u>  <u>Net and wall Tennis</u>		<u>Cricket (Year 3/4)</u>  <u>Rounders (Year 3/4)</u>	<u>Cricket</u>  <u>Net and Wall Tennis</u>	<u>Field and run scoring</u> <b>Rounders (Year 5/6)</b>  <u>Net and wall</u> <b>Volleyball (Year 5/6)</b>



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**EYFS –**  
Physical  
development

**PRE SCHOOL:**

**Key skills and knowledge:**

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.

**NURSERY:**

**Key skills and knowledge:**

- 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 be able to use and remember sequences and patterns of movements which 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.



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- 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:**

##### **Key skills and knowledge:**

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- 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 outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: - lining up and queuing
- mealtimes

##### **ELG:**

- 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.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing