

# Learning in EYFS:

## What PE looks like at St Bridget's

### Physical Development educational programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination 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 coordination, 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.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of PE and revise, revisit and practise skills taught over and over:

In the EYFS we focus a lot on the fundamental skills to set the children with the core skills needed to play specific sports in the future.

PE lessons are taught weekly and follow Edsential plans covering Fundamental skills, dance and gymnastics.

The children also have opportunities daily to work on gross motor skills and time is spent planning activities and challenges as well as having open ended resources available for children to practise the following:

\*Spatial awareness   \* Agility   \*Balance   \*Coordination   \*Travelling  
\*Balancing   \* Jumping   \*Throwing   \*Catching   \*Kicking

There is a lot of time spent discussing keeping our bodies healthy and how we need to look after ourselves. This will be covered during high quality interactions with adults, specific carpet sessions / adult directed activities, stories and themes such as 'Super Me, Super You' and 'Happy and Healthy' Cross curricular links with PSED and Understanding the World

Also see separate progression overviews for thinking skills and physical skills from EYFS to KS1

Examples of artwork are added weekly to our Physical Development floor book for

subject leads to look and see progression.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

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		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• 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.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li></ul>

## Physical Development

- 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, 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.

Three and Four-Year-Olds Continued	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Manage their own needs. <ul style="list-style-type: none"> <li>-personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> <li>-regular physical activity</li> </ul> </li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling        - hopping</li> <li>- walking         - skipping</li> <li>- jumping         - climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> </ul> </li> <li>Develop overall body strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Personal, Social and Emotional Development	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 a 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.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>

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