Learning in EYFS:

PE

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:

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

PE		
Three and Four Year-Olds (Not on track – Working below ARE)	Personal, Social and Emotional Development	• 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.

	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	• Respond to what they have heard, expressing their thoughts and feelings.

Reception (On track – meeting ARE)	Personal, Social and Emotional Development		• Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development		• 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		• 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	Personal, Social and Emotional Development	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.
		Building Relationships	• Work and play cooperatively and take turns with others.

ELG Continued	Physical Development Expressive Arts and Design	Gross Motor Skills Being Imaginative and Expressive	• 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. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Wilson EYFS End Points

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, co-ordination 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, co-ordination 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 co-ordination, 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.

Autumn

Communication and Language	Personal, Social and Emotional Development	Physical Development	Expressive Art and Design
• Children can follow one-step instructions and beginning to follow two-step instructions.	• Children can manage their toileting routines and know the importance of hand washing. • Children show confidence completing familiar tasks independently and with support will try new things.	• Children are developing core strength when sitting. • Children can run confidently. • Children can go up and down the • Reception steps using alternate feet. • Children can negotiate space in the hall/playground when playing running games with their friends. • Children can roll a large ball. • Children can remember some sequences of movements which are related to music and rhythm. • Children can roll, crawl, walk, jump and run. • Children safely use a range of large and small apparatus indoors and outside, alone and in a group.	• Children can play with other children in the different areas of the classroom • Children can play with other children and make up their own imaginative games. • Children will perform songs, rhymes, poems and stories with others. They will try to move in time to the music.

PE Skills

Bat, racquet and ball skills	Dance and movement	Athletics	Team games	Self-help and dressing
• Children safely use a range of large and small apparatus indoors and outside, alone and in a group.			• Children can negotiate space in the hall/playground when playing running games with their friends.	• Children can run confidently. • Children can go up and down the Reception steps using alternate feet. • Children can negotiate space in the hall/playground when playing running games with their friends.

Spring			
Communication and Language • Children can follow 2-step instructions.	**Personal, Social and Emotional Development** • Children understand why they need a healthy, balanced diet. • Children can take off, and put back on, their own jumper and cardigan. • Children can zip up their coat. • Children can fasten their shoes (velcro, buckles) after putting them on the correct feet. • Children are confident to try new activities and they can ask for help if they need it. • Children have confidence in their own abilities.	**Physical Development** • Children can jump and land with two feet. • Children can hop and stand on one leg. • Children can throw a ball using an underarm pass. • Children can catch a large ball. • Children can climb up apparatus with care. • Children use their core muscle strength to sit appropriately at a table. • Children are beginning to understand that they can keep themselves healthy. • Children revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing • Children further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	**Expressive Art and Design** • Children are developing their imaginations and beginning to use ambiguous props in their play. • Children will have opportunities to take part in singing, playing instruments, performing and evaluating performances. • Children will observe and respond to what they see and hear.

PE Skills				
Bat, racquet and ball skills	**Dance and movement** • Children revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.	**Athletics**	**Team games**	**Self-help and dressing** • Children have confidence in their own abilities. • Children understand why they need a healthy, balanced diet. • Children can take off, and put back on, their own jumper and cardigan. • Children can zip up their coat. • Children can fasten their shoes (velcro, buckles) after putting them on the correct feet.

Summer

Communication and Language	Personal, Social and Emotional Development	Physical Development	Expressive Art and Design
		• Children are beginning to skip with a rope. • Children move energetically in all ways: • skipping, jumping, running, hopping, dancing and climbing. • Children can throw, catch and aim a variety of balls/beanbags. • Children can kick, pass and bat a ball. • Children can talk about ways to keep themselves healthy. • Children can talk about their overall health and wellbeing. They can talk about exercising, eating healthily, sleeping and screen time. • Children will progress towards a more fluent style of moving, with developing accuracy • Children use their core muscle strength to achieve a good posture. • Children combine different movements with ease and fluency. • Children develop overall body strength, balance, coordination and agility. • Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	• Children will watch and talk about dance and performance art, expressing their feelings and responses.

PE Skills

Bat, racquet and ball skills	Dance and movement	Athletics	Team games	Self-help and dressing
• Children develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	• Children will progress towards a more fluent style of moving, with developing control and grace. • Children use their core muscle strength to achieve a good posture. • Children combine different movements with ease and fluency. • Children develop overall body strength, balance, coordination and agility.			• Children can talk about their overall health and wellbeing. They can talk about exercising, eating healthily, sleeping and screen time.

Assessment

- 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.
- Use their core muscle strength to achieve a good posture.
- 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.
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Vocabulary

Balance, direction, jumping, running, throwing, catching, hopping, moving, skipping, under arm, roll,
Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles