

What does PE look like in EYFS?

The EYFS framework is structured very differently to the national curriculum as it is organised across 7 areas of learning rather than individual subject areas. The learning that happens in EYFS forms the basis for PE within the national curriculum. The main areas of learning from the EYFS curriculum that supports PE in KS1 and KS2 comes from:

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

	Nursery	Reception
Personal, Social and Emotional	<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 learn to follow rules, understanding why they are important, ultimately remembering rules without an adult to remind them. 	<ul style="list-style-type: none"> • develop skills to manage their own needs, such as personal hygiene and understand the different factors that support overall health and wellbeing for example the benefits of regular physical activity.
Physical Development	<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, 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. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and 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.

<u>Expressive Arts and Design</u>	<ul style="list-style-type: none"> develop their ability to respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. They will build on their previous learning, refine ideas and develop their ability to represent them, create collaboratively, share ideas, resources and skills. Watch, listen attentively, move to and talk about music, dance and performance art. They will express their feelings and responses, exploring and engaging in music making and dance, performing solo or in groups.
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By the end of EYFS children should be able to:

- Children will have the confidence to try new activities and show independence, resilience and perseverance in the face of a challenges. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. On top of this they will be able to manage their own basic hygiene and personal needs, including dressing whilst working and playing cooperatively.
- 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.
- Children will be able to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What this will look like in EYFS-

Children:

- Are physically active every day both indoors and outdoors.
- Have regular access to a range of resources to develop strength, balance and co-ordination e.g.- wheeled toys climbing equipment, bats and balls, equipment to build obstacle courses etc.
- Have many opportunities outdoors to be energetic throughout the day.