



PE in EYFS

In the Foundation Stage children will be taught PE through the Prime Area, **Physical development**, and Specific Area, **Expressive Arts and Design, Being Imaginative**. Through PE the children will improve skills of coordination, control, manipulation and movement, much of it taking place through free or lightly structured activity. For instance, a child may dance while listening to a story, music CD or action rhyme.

Children will develop gross motor skills through jumping, hopping, skipping, walking, climbing, crawling, rolling and running, and also through playing with pedal and push-and-pull toys. Children will participate freely in these kinds of activities both indoors and outdoors as well as in structured PE lessons. PE passport will be used to teach, gather evidence and assess the children. Physical development is about how children gain control of their bodies through both gross motor and fine motor skills but it also includes how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely. For the purpose of this the focus will be gross motor skills.

Below are the Development Matters statements for the Specific Areas of the EYFS curriculum, **Physical Development** which is made up of 2 aspects, **Gross Motor Skills** and **Fine Motor Skills**. Please note, the statements and ELGs are not the EYFS curriculum.

Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their control and coordination.

Below are the statements for the Prime Area of the EYFS curriculum, **Physical Development**:

3-4 Years

- 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.
- Are increasingly 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.
- Start to eat independently and learning how to use a knife and fork.
- 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.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing



Reception

- 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.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Early Learning Goal - Gross Motor Skills

- 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

Early Learning Goal - Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Early Learning Goal - Being Imaginative

- (when appropriate) try to move in time with music.



Waverton Primary School
Learning Together – Achieving Together

EYFS PE	
<p>Autumn 1 Only One you / I wanna be like you... Text : Only One You Linda Kranz Elmer David McKee PE Passport: <ul style="list-style-type: none">• Dance Ourselves- I wanna be like you• Balance</p>	<p>Autumn 2 What do we Celebrate? Text : Bonfire Night Katie Dicker PE Passport: <ul style="list-style-type: none">• Locomotion• Gym- rocking and rolling</p>
<p>Spring 1 Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers PE Passport: <ul style="list-style-type: none">• Dance – toys• Target Games 1</p>	<p>Spring 2 Superheroes Text : Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra PE Passport: <ul style="list-style-type: none">• Movement Skills 1• Gymnastics- flight, bouncing, jumping and landing</p>
<p>Summer 1 Castles, Dragons and Knights Text: Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin PE Passport: <ul style="list-style-type: none">• Invasion Games - skills 1• Net and Walls games – skills 2</p>	<p>Summer 2 Out and About Text: Superworm Julia Donaldson & Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae & David Wojtowycz PE Passport: <ul style="list-style-type: none">• Athletics 1• Striking and Fielding games 1</p>



Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

Autumn 1	Autumn 2
<p>3-4 Years</p> <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. Are increasingly 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Reception</p> <ul style="list-style-type: none"> 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. 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.
<p>Spring 1</p> <p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. <p>Being Imaginative</p> <ul style="list-style-type: none"> When appropriate try to move in time to music 	<p>Spring 2</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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.
<p>Summer 1</p> <p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. 	<p>Summer 2</p> <p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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.