

Learning in EYFS:
What PE Subject Leaders Need to Know

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 (Nursery)	Personal, Social and Emotional Development	<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 follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	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

			<p>blocks.</p> <ul style="list-style-type: none"> • 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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> • -regular physical activity
	Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> o rolling - running o crawling - hopping o walking - skipping o 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. <ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

On Track- end of year expectations			<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

How we achieve this throughout the year

We provide the children with daily opportunities/activities to strengthen and develop both their fine motor skills and gross motor skills within our continuous provision sessions. We also provide focused input sessions and activities which support the children's overall development and co-ordination. We provide games and activities both inside and outside, which supports the children's core strength, stability, balance, spatial awareness, co-ordination and agility.

Jasmine Real PE- We also have a focused PE session with the children each week, which includes warm ups, skills and cool downs. It is also a brilliant chance for the children to reflect on their own learning and development, allowing them to see progression and improvement each time.

We also use some of the REAL PE board games and activity books within the class input sessions, to help with the engagement of physical development and often try and link this in with our focused themes.

We send home the green REAL PE boxes each weekend to a select few children, who are able to continue developing their physical fitness at home with adults, which is a great way for their adults to see how to support them with this. Each week different children are selected so that everyone gets the opportunity to experience this and over 2 week breaks, all children receive a green box or game set to take home with them.

Focused Areas of Continuous Provision

Indoors

Construction Area – Building using both a range of large and small equipment and materials, improving both gross and fine motor skills

Creative – range of tools and equipment which develop their children's fine motor skills.

Role Play – Range of equipment and resources to help promote fine and gross motor skills

Malleable/Playdough – Range of equipment and resources to help promote fine and gross motor skills

Snack – Healthy range of fruits and vegs to try

Small world- range of large and small equipment, developing fine and gross motor skills

Mark Making/Writing – labelling parts of the body, writing instructions on how to keep fit, fine motor skill activities, finger gym

Reading – Use books, photographs and technology to find out about different types of fitness, movements etc.

Outdoors

Large Construction – exploring ways of moving over, under, on and around different types of equipment.

Outdoor- Balancing games, throwing and aiming games, football, bat and ball games, bikes, cars etc. Hoops, balls, balance beams, skipping ropes etc.

Water – Equipment to promote gross and fine motor skills, jugs, pipettes, nets, drainpipes etc.

Sand- Equipment to promote gross and fine motor skills: spades, buckets, counting objects, scales etc.

Woodland – den making equipment, tree climbing,

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

Examples of Supportive Texts

-Ready, Steady, Mo- Mo Farah
-My Body- Jill McDonald
-Daisy and the trouble with sports day- Kes Gray
-Olympig- Victoria Jamieson

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.

Jasmine REAL PE Assessments (end of each unit)