



Learning Journey: Physical Education

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

Physical Education (PE)

How does PE in the EYFS prepare children for future learning?

Development Matters states that: "If we are successful in giving every child the best start in their Early Years, we give them what they need today. We also set them up with every chance of success tomorrow."

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including PE.

EYFS: Physical Development (Statutory)

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.

Early learning Goals (statutory): Gross Motor Skills

Children at the expected level of development will:

- ✓ Negotiate space and obstacles safely, with consideration for themselves and others.
- ✓ Demonstrate strength, balance and coordination when playing.
- ✓ Move energetically, such as running, jumping, hopping, skipping and climbing.

Physical Development

The EYFS Experience

Basic Movements	Gross Motor Skills	Core Strength and Balance
<ul style="list-style-type: none"> • Children are physically active every day both indoors and outdoors. • Have regular access to a range of resources to develop strength, co-ordination e.g. wheeled toys, climbing equipment, bats and balls, large tyres, a parachute and equipment to build obstacle courses etc. • Have many opportunities outdoors to be energetic. We operate a free-flow system indoors and outdoors so that children who learn better when physically active can choose to spend more time than others outside. 	<ul style="list-style-type: none"> • Children are able to develop their gross motor skills by participating in a variety of fun and active games. • Games such as the parachute and ring game are used to develop children's teamwork and listening skills. • Children develop their coordination and ball skills via throwing & catching activities. • Use of push & pull activities with resistance or pressure to support the development of proprioception • Development of stamina via use of the running track. • Children are able to take part in annual Sports Day in teams. 	<ul style="list-style-type: none"> • Children are able to develop their core strength and balance skills by participating in physical activities such as dance and gymnastics. • Children are able to explore movement to music and make cross curricular links via a Chinese New Year dance. • Children are taught to recognise static balance e.g. balancing on one leg and on other body parts as well as dynamic balance such as balancing whilst moving. • Core strength activities including stretches, holding a position, stepping up, hopscotch, bat and ball, wall press, skipping hopping & jumping.

Development Matters (non-statutory guidance)
Great ideas for school and home

- ✓ Provide a wide range of opportunities for children to move throughout the day: indoors and outside, alone or with others, with and without apparatus.
- ✓ Include lots of opportunities for children to move freely and explore their surroundings like a slope, a large hole, puddles or a sandpit.
- ✓ Continue to refine fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping - climbing
- ✓ Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.
- ✓ Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.
- ✓ 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.

Assessment: are we ready for the next step in our learning journey?

- ✓ Are children able to revise and refine the fundamental movement skills they have already acquired?
- ✓ Can children negotiate spaces confidently showing an awareness of their own safety and thinking about others?
- ✓ Can children demonstrate balance and coordination when engaging in different activities?
- ✓ Can children demonstrate a range of ball skills, such as throwing, catching and kicking?
- ✓ Have children developed confidence, competence, precision and accuracy when engaging in activities that involve a ball?
- ✓ Can children move confidently in different ways – running, skipping, hopping and climbing?
- ✓ Are children increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm?

Vocabulary

Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking, passing, batting, and aiming, balance, push, pull, follow, lead, copy, sequence, pattern, rhythm.

Gallery



Nursery



Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6