



## EYFS PE

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

These are: **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.

### EYFS Physical Development Education Programme (Statutory)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.

### EYFS PE SKILLS

<b>Bat, racquet and ball skills</b>	<b>Dance and movement</b>	<b>Athletics</b>	<b>Team games</b>	<b>Self-help and dressing</b>
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<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Use their core muscle strength to achieve a good posture.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Develop overall bodystrength, balance, coordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing</li> <li>• Progress towards a more fluent style of moving, with developing control.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p>☐ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4)</p>
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<p>Vocabulary</p>				
<p>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</p>				

### ELG: Gross Motor Skills (Statutory)

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, dancing, hopping, skipping and climbing.