

## PE in EYFS

In EYFS, the aim of PE is to improve skills of coordination, control, manipulation and movement, much of it taking place through free or lightly structured activity. So a child may dance while listening to a story, music CD or action rhyme.

Children will develop large motor skills through jumping, hopping, skipping, climbing 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.

Fine motor skills may be acquired by filling a container with sand, doing a puzzle or stringing beads. Children need these skills to do up buttons or laces and to hold a pen or pencil to write correctly. Children who practise and succeed in filling containers in the water tray will handle drinks more successfully and have the confidence to, for example, pour out their own drinks.

There are some language objectives in PE lessons, too. The teacher may introduce words for negotiation and co-operation, such as 'share', 'wait', 'take turns', 'before' and 'after'.

PE is taught through the Prime Area, Physical Development. Physical development is as the title suggests about how children gain control of their bodies, 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.

Physical Development is made up of 2 aspects, Moving and Handling and Health and Self-Care.

Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their control and coordination. We undertake PE lessons where we will develop their physical skills by using the apparatus and equipment as well as using our outdoor area with a climbing frame, various bikes and scooters, small apparatus and the adventure playground.

Below are the statements for the Prime Area of the EYFS curriculum, **Moving and Handling**.

### 30-50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. <sup>[L]</sup><sub>[SEP]</sub>
- Mounts stairs, steps or climbing equipment using alternate feet. <sup>[L]</sup><sub>[SEP]</sub>
- Walks downstairs, two feet to each step while carrying a small object. <sup>[L]</sup><sub>[SEP]</sub>
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. <sup>[L]</sup><sub>[SEP]</sub>
- Can stand momentarily on one foot when shown. <sup>[L]</sup><sub>[SEP]</sub>
- Can catch a large ball. <sup>[L]</sup><sub>[SEP]</sub>
- Draws lines and circles using gross motor movements. <sup>[L]</sup><sub>[SEP]</sub>
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. <sup>[L]</sup><sub>[SEP]</sub>
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp. <sup>[L]</sup><sub>[SEP]</sub>
- Holds pencil near point between first two fingers and thumb and uses it with good control. <sup>[L]</sup><sub>[SEP]</sub>
- Can copy some letters, e.g. letters from their name. <sup>[L]</sup><sub>[SEP]</sub>

<sup>[L]</sup><sub>[SEP]</sub>

### 40-60 months

- Experiments with different ways of moving. <sup>[L]</sup><sub>[SEP]</sub>
- Jumps off an object and lands appropriately. <sup>[L]</sup><sub>[SEP]</sub>

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. [L] [SEP]
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. [L] [SEP]
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. [L] [SEP]
- Uses simple tools to effect changes to materials. [L] [SEP]
- Handles tools, objects, construction and malleable materials safely and with increasing control. [L] [SEP]
- Shows a preference for a dominant hand. [L] [SEP]
- Begins to use anticlockwise movement and retrace vertical lines. [L] [SEP]
- Begins to form recognisable letters. [L] [SEP]
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. [L] [SEP]

#### Early Learning Goal

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. [L] [SEP]

#### Exceeding

- Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Below are the statements for the Prime Area of the EYFS curriculum, **Health and Self-Care**.

#### 30-50 months

- Can tell adults when hungry or tired or when they want to rest or play. [L] [SEP]
- Observes the effects of activity on their bodies. [L] [SEP]
- Understands that equipment and tools have to be used safely. [L] [SEP]
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. [L] [SEP]
- Can usually manage washing and drying hands. [L] [SEP]
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. [L] [SEP]

#### 40-60 months

- Eats a healthy range of foodstuffs and understands need for variety in food. [L] [SEP]
- Usually dry and clean during the day. [L] [SEP]
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. [L] [SEP]
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. [L] [SEP]
- Shows understanding of how to transport and store equipment safely. [L] [SEP]
- Practices some appropriate safety measures without direct supervision. [L] [SEP]

#### Early Learning Goal

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Exceeding

- Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

## Reception ~ Year Overview

These are our topics for the year; we incorporate Physical Development into each topic, e.g. moving like minibeasts, going on a bear hunt, going over and under things, developing fine motor skills when baking bread.

Here are a few examples of our every day activities available to the children ~

Alphabet Aerobics where the children learn sounds of the alphabet using actions to help.

Pencil control activities ~ name writing, handwriting and colouring.

Access to scissors in our Creative Area.

Access to our outdoor area.

Playdough and Construction areas.

Autumn 1	Myself and my family Minibeasts
Autumn 2	PWP We're Going on a Bear Hunt Visit Riverside Organics farm NF Recount of our trip to Riverside Farm Bears and Christmas Teddy Bear Week
Spring 1	PWP Little Red Hen Visit Bunbury Mill NF How to make bread People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian Superhero Week
Spring 2	PWP The Very Hungry Caterpillar Visit Tesco NF Shopping list Growth and Life Cycles Dinosaur Week
Summer 1	PWP Dear Zoo Visit Chester Zoo NF Recount of our trip to Zoo Animals Enhancement Week (children to choose)
Summer 2	PWP At the End of the Rainbow Visit Llandudno, walk to Moss Farm park NF Our Class Trip to the Beach Weather Pirate Week