

How can children learn about Physical Education in Early Years?

The Early Years Foundation Stage Curriculum supports children to develop their physical skills, coordination, balance and confidence through active play and structured physical activities. Children are encouraged to explore movement in a variety of ways, such as running, jumping, climbing, dancing and playing games, both indoors and outdoors. Through these activities, they build strength, agility and spatial awareness while learning to follow rules and work cooperatively with others. Fine motor skills are also developed through activities such as mark-making, cutting, threading and construction, preparing children for writing and self-care tasks. Children learn about the importance of exercise, rest, healthy eating and looking after their bodies, helping them to make positive lifestyle choices. Opportunities for both independent exploration and guided physical challenges allow children to develop resilience, perseverance and a sense of achievement in their physical development.

Links to Development Matters: Birth to Three

Personal, Social and Emotional development	<ul style="list-style-type: none"> Learn to use the toilet with help, and then independently.
Physical development	<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support.
	<ul style="list-style-type: none"> Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.

Key Vocabulary

Toilet, Roll, Sit, Crawl, Pull, Pass, Reach, Drop, Wave, Kick, Walk, Throw, Catch, Clap, Spin, Pour

End Points

- To be confident in some fundamental skills such as crawling, rolling and walking and begin to develop other fine and gross motor skills. To show an interest in their independent self care including beginning to feed themselves and recognise when they need the toilet.

Links to Development Matters: Three and Four Year Olds

Personal, Social and Emotional development	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Personal hygiene • 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 and being a safe pedestrian.
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.

	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be 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. 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. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
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Expressive Arts and Design

- Respond to what they have heard, expressing their thoughts and feelings.

Key Vocabulary

Rules, Wash, Dry, Toilet, Sleep, Balancing, Climb, Skip, Hop, Pattern, Crawl, Walk, Run, Jump, Hop, Skip, kick

End Points

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- To be able to understand and follow simple instructions and rules.
- To be confident when using fundamental skills.
- To be confident in using the toilet and other self care routines.
- To hold a pencil with their dominant hand and with a comfortable, good grip.

Links to Development Matters: Reception

Personal, Social and Emotional development

- Manage their own needs.

Physical development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling – running - crawling - hopping - walking - skipping - 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. 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. Know and talk about the different factors that support overall health and wellbeing: regular physical activity
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.
	<ul style="list-style-type: none"> 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.
Early Learning Goals	
Personal, Social and Emotional Development	<p><u>Managing self</u></p> <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. Manage their own basic hygiene and personal needs, including dressing. <p><u>Building relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <p><u>Physical development- Gross Motor skills</u></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><u>Expressive Arts and Design- Being imaginative and expressive</u></p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Vocabulary

Toilet, Wash, Dry, Roll, Run, Crawl, Hop, Walk, Skip, Jump, Climb, Move, Control, Strength, Balance, Co ordination, Muscle, Healthy, Agility, Kick (see vocabulary map attached to medium term plans)

End Points

- To be confident to manage their own needs including feeding, toileting and dressing.
- To be confident in showing and using fundamental skills.
- To begin to use these fundamental skills when playing team games.
- To demonstrate good strength, balance and co ordination.
- To understand what space is and be able to negotiate space to keep themselves and others safe.
- To be able to regulate own feelings.
- To show an understand of how we can keep ourselves and our minds healthy.

Links to National Curriculum: Year 1

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Throughout KS1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns