



Seamer and Irton CP School

Physical Education in EYFS



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 Educational Programme (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, coordination 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, coordination 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.

Development Matters

Physical Development
(pg. 69-72)

- 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.

Early years foundation stage statutory framework

ELG: Gross Motor Skills
(Statutory)
(pg 13)

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.

Dance	Locomotion	Gymnastics	Ball Skills/Games	Net/Wall	Self-help and dressing
<ul style="list-style-type: none"> • Moving in sequence Responding in movement to words and music • Moving with props and contrasting tempos • Creating their own movements Exploring opposites • Moving with control Adding movements together • Responding to rhythm in character • Adding expression to our characters' (dinosaur) movements • Performing with a partner • Exploring relationships 	<ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game 	<ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus 	<ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring 	<ul style="list-style-type: none"> • Explore pushing/hitting a balloon with control • Explore hitting a balloon with power into space • Explore hitting/pushing (sending) a balloon with accuracy • Explore balancing an object on a racket/bat 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.