

Penwortham Primary School

Physical Education



Learning in EYFS

Our children learn through active play which may be adult led or child led. Pupils have access to indoor and outdoor activity areas of continuous provision.

The EYFS framework is structured differently to the National Curriculum and is organised across seven areas of learning rather than subjects. However, these areas of learning prepare children for National Curriculum subject learning as they move into Year 1.

This document demonstrates the statements from 2020 Development Matters which are pre requisite skills for **PE** in the National Curriculum. It shows the relevant statements taken from the Early Learning Goals.

The most relevant statements for science are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity
<p>Physical Development</p>	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> ○ 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

			<p>to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • 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.
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. • 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 Goal	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Personal Social and Emotional Development	Managing Self	<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. •

		Building Relationships	<ul style="list-style-type: none">• Work and play cooperatively and take turns with others.
	Physical development	Gross Motor skills	<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.•