



# Summerville Primary School

## EYFS PE Curriculum

Unlike other year groups, children in EYFS follow the EYFS framework, which is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Summerville also follow the EYFS 2020 Development Matters these are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for PE.

**The most relevant statements for PE from The Development Matters objectives are taken from the following areas of learning:**

### **Personal, Social and Emotional Development**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support overall health and wellbeing: - regular physical activity

### **ELG - Managing Self-**

- 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**

- Work and play cooperatively and take turns with others.

### **Physical Development**

- 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.
- Start taking part in some group activities, which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of music that 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.
- Show a preference for a dominant hand.

## **Physical Development cont -**

- 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.

### **ELG – Gross Motor Skills**

- 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.

### **Expressive Arts and Design**

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

**In order to create a smooth transition between our Early Years and Key Stage 1, we have linked the Framework and National Curriculum subjects so that it is clear to see how we build upon the firm foundations built in our EYFS unit. In the table below, examples are given of EYFS activities under the Development Matters objectives and how they link to the KS1/KS2 National Curriculum PE objectives.**

	Across the academic year	Autumn Term	Spring Term	Summer Term
PE PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT  PHYSICAL DEVELOPMENT  EXPRESSIVE ARTS AND DESIGN	<p><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>Playing games that regularly involves sharing and cooperating with friends and other peers. (Relationships Strand)</li> <li>Congratulating other children for their kindness to others (Relationships Strand)</li> <li>Opportunities for helping, listening and supporting each other. (Relationships Strand)</li> <li>Opportunities for expressing feelings and considering the feelings of others. (Health and Well-being Strand)</li> <li>Opportunities to show resilience and perseverance in the face of challenge. (Health and Well-being Strand)</li> <li>Weekly challenges (differentiated) (Health and Well-being Strand)</li> </ul>	<p><b><u>Autumn A:</u></b> Examples of the activities and how they link to the NC PE include:</p> <p><b><u>Marvelous Me</u></b></p> <ul style="list-style-type: none"> <li>Understanding the importance of looking after ourselves and being healthy: healthy eating, getting enough sleep, physical exercise <b>(Health and Well-being)</b></li> </ul> <p><b><u>All about Me</u></b></p> <ul style="list-style-type: none"> <li>Self Portraits – Using pencils, paint brushes, Providing an environment that is rich and varied opportunities for large and small movements<b>(Fine motor skills)</b></li> <li>Learning body parts and associated senses <b>(Health and Well-being Strand)</b></li> </ul> <p><b><u>Skeleton Dance</u></b></p> <ul style="list-style-type: none"> <li>Learning body parts and associated senses <b>(Health and Well-being Strand)</b></li> </ul> <p>Through dance to develop their core strength, stability, balance, spatial awareness, co-ordination</p>	<p><b><u>Spring A:</u></b> Examples of the activities and how they link to the NC PSHE/RSE include:</p> <p><b><u>Brr... It's Cold in Here</u></b></p> <ul style="list-style-type: none"> <li>March of the Penguins - helps children develop their gross motor skills, with you to guide and support them, every day. Outdoors is where children have the freedom to be as physical as they can be. <b>(Gross motor skills)</b></li> <li>children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.<b>(Expressive Arts and Design)</b></li> </ul> <p><b><u>Chinese New Year</u></b></p> <ul style="list-style-type: none"> <li>Providing activities that require small hand movements such as using chop sticks. <b>(Fine motor</b></li> </ul>	<p><b><u>Summer A</u></b></p> <p><b><u>Living Things</u></b></p> <ul style="list-style-type: none"> <li>Moving like butterflies - helps children develop their gross motor skills, with you to guide and support them, every day. Outdoors is where children have the freedom to be as physical as they can be. <b>(Gross motor skills)</b></li> <li>Draw butterflies - Using pencils, paint brushes, Providing an environment that is rich and varied opportunities for large and small movements<b>(Fine motor skills)</b></li> <li>children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.<b>(Expressive Arts and Design)</b></li> </ul>

	<ul style="list-style-type: none"> <li>Teacher’s model making mistakes and allow children to help us fix this. <b>(Health and Well-being Strand)</b></li> <li>Learning how to evaluate their own work/ play-how can we make this even better? What could we change? <b>(Health and Well-being Strand)</b></li> <li>Identifying and moderating their own feelings socially and emotionally. <b>(Health and Well-being Strand)</b></li> <li>Managing their own needs- dress for and after PE, dress for going outside. <b>(Health and Well-being Strand)</b></li> <li>Learning body parts and associated senses <b>(Health and Well-being Strand)</b></li> <li>Being kind and bullying – how to deal with bullying <b>(Relationships Strand)</b></li> <li>Showing respect and politeness around school <b>(Relationships Strand)</b></li> </ul> <p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that</li> </ul>	<p>and agility. <b>(Core strength and co-ordination)</b></p> <ul style="list-style-type: none"> <li>children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.<b>(Expressive Arts and Design)</b></li> </ul> <p><b><u>Dominant hand</u></b></p> <ul style="list-style-type: none"> <li>Providing opportunities for large and small movements such as providing activities that require small hand movements such as stirring a magic potion, pegging washing on a line or exploring wet and dry sand. Bouncing and catching balls using alternate hands <b>(Fine motor skills)</b></li> </ul> <p><b><u>Autumn B</u></b></p> <p><b><u>Light and Dark</u></b></p> <ul style="list-style-type: none"> <li>Understanding the importance of looking after ourselves and being healthy: healthy eating, getting enough sleep, physical exercise,</li> </ul>	<p><b>skills)</b></p> <ul style="list-style-type: none"> <li>Dragon Dance - helps children develop their gross motor skills, with you to guide and support them, every day. Outdoors is where children have the freedom to be as physical as they can be. <b>(Gross motor skills)</b></li> <li>children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.<b>(Expressive Arts and Design)</b></li> </ul> <p><b><u>Pancake Day</u></b></p> <ul style="list-style-type: none"> <li>The children will prepare and make pancakes and look at the importance of handwashing when making food and making healthy eating food choices <b>(Health and Well-being Strand)</b></li> </ul> <p><b><u>Continuous Provision</u></b></p> <ul style="list-style-type: none"> <li>Children must have plenty of opportunities to play indoors and outdoors. They need to be active and use their whole bodies in as many different,</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul> <p><b><u>Summer B</u></b></p> <p><b><u>Mermaid, Pirates and Under the Sea</u></b></p> <ul style="list-style-type: none"> <li>Role play – capturing games - helps children develop their gross motor skills, with you to guide and support them, every day. Outdoors is where children have the freedom to be as physical as they can be. <b>(Gross motor skills)</b></li> <li>children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to them making links and connections in their learning, including between stories and poems and creating their own storylines.<b>(Expressive Arts and Design)</b></li> <li></li> <li>OAA – Orienteering – Treasure Hunt - By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength,</li> </ul>
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support their overall health and wellbeing: exercise  
**(Health and Well-being Strand)**

- 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. **(Core strength and co-ordination)**
- Further develop the skills they need to manage the school day successfully: lining up and queuing **(Health and Well-being Strand)**
- Children dig over the garden area with your help to prepare for sowing seeds and planting plants **(Core strength and co-ordination)**
- Gardening supports and extends children's physical development, muscular strength, fine motor skills and coordination. Bending over to pull up weeds, lifting a stone or picking up a soil bucket all

**(Health and Well-being Strand)**

**Continuous Provision**

- Children must have plenty of opportunities to play indoors and outdoors. They need to be active and use their whole bodies in as many different, challenging ways as possible. Over time children have more control over their bodies, and what they can do. Less happens by chance, and movements become more deliberate, being achieved with confidence. To included Climbing wall, bikes, slide, ladder, throwing hoops over cones, obstacle courses, running, jumping chasing. Bomb pictures, throwing paint balls, Painting pictures using cotton buds. Using playdo **(Core strength and co-ordination, Gross motor skills and Fine motor skills)**

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support developing core strength. Joints are strengthened and made more flexible. **(Core strength and co-ordination)**

- Adventurous climbing outside develops children's core strength and coordination. The best resource for adventurous climbing is an accessible tree. You can also attach a swing. Swings help develop children's core strength because of the muscles they use to sit securely and move with their legs. **(Core strength and co-ordination)**

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**ordination)**

- Children are naturally curious and love to play physically, exploring possible movement opportunities. Movement play, encouraged through challenging spaces and open-ended resources, allows children to start their own games. **(Core strength and co-ordination)**

**Core strength and co-ordination**

- Developing core strength and co-ordination supports children's ability to communicate, learn language and eventually read and write. Whole body movements contribute to the accurate use of small tools and delicate materials. Writing, drawing and painting should be considered as whole-body skills.
- Children need access to indoor and outdoor environments that help develop their gross motor skills, with you to guide and support them, every day. Outdoors is where children have the freedom to be as physical as they can be.

**(Gross motor skills)**

- Walking to local green spaces can help build children's stamina. If babies and children have to be pushed to a destination, on arrival, give them opportunities to move around on the woodland floor, the grassy area in the park or the pebbly beach.

**(Gross motor skills)**

- Older children engage in weight bearing skills and develop upper arm strength, mobility, control and balance. This could be by hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects. **(Gross motor skills)**

- The development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them. **(Fine motor skills)**

- 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(**Fine motor skills**)

- To help children develop fine motor skills by providing an environment, experiences and activities that encourage a joined-up approach to physical development. (**Fine motor skills**)
- Providing an environment that is rich and varied opportunities for large and small movements such as providing activities that require small hand movements such as stirring a magic potion, pegging washing on a line or exploring wet and dry sand. (**Fine motor skills**)

**Expressive Arts and Design**

- It recognises that children's imagination and imaginative play support their ability to invent, express and share their thoughts and ideas and will lead to

	<p>them making links and connections in their learning, including between stories and poems and creating their own storylines.</p>			
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