

PE in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which early years outcomes are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for PE.

The most relevant early years outcomes for PE are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

PE			
30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none">• To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.• To mount stairs, steps or climbing equipment using alternate feet.• To walk downstairs, two feet to each step, while carrying a small object.• To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.• To stand momentarily on one foot when shown.• To catch a large ball.• To draw lines and circles using gross motor movements.
		Health and Self-Care	<ul style="list-style-type: none">• To observe the effects of activity on their bodies.• To understand that equipment and tools have to be used safely.
		Exploring and Using Media and Materials	<ul style="list-style-type: none">• To enjoy joining in with dancing and ring games.• To begin to move rhythmically.• To imitate movement in response to music.• To tap out simple repeated rhythms.
		Being Imaginative	<ul style="list-style-type: none">• To develop preferences for forms of expression.• To use movement to express feelings.• To create movement in response to music.• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment. To show increasing control over an object in pushing, patting, throwing, catching or kicking it.
		Health and Self-Care	<ul style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision.
		Expressive Arts and Design	<ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To 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.
		Health and Self-Care	<ul style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
		Expressive Arts and Design	<ul style="list-style-type: none"> To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Physical Development in the early years is taught mainly through daily routines and continuous provision. The role of the adult is to support children in their play, providing opportunities for children to move in a variety of ways. Following on from observations of skills through observations staff will set up activities in continuous provision and enhanced provision in order to ensure that children are given the opportunities to reach the next steps. The children are encouraged to use outdoors in all weathers and there is a free flow set up during times in the day. Both indoors and outdoors children will be provided with experiences that will develop their gross and fine motor skills, such as using the climbing apparatus and trike/balance bikes. Digging in the mud kitchen with tools or setting up and trying out a marble run in a tuff tray. Each morning, on entry to Reception the children complete activities which focusses on their specific targets. Such as arm/hand/finger strength, name writing or letter formation. Reception children also have a twice weekly hall PE session, where they develop their gross motor skills. These include movement and dance, sports skills including ball skills, yoga etc. The Reception indoor area is set up with free access to snack and milk. Children are encouraged to self-regulate, choosing when they feel the need to engage in snack. Children are also encouraged to be independent in their self- help skills such as using the toilet, washing their hands and dressing. Children are taught how to put on their own coats etc and how to dress following on from PE.