

## EYFS - PE

Three and Four-Year-Olds

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.

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.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Three and Four-Year-Olds Continued	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs.               <ul style="list-style-type: none"> <li>-personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support overall health and wellbeing:               <ul style="list-style-type: none"> <li>-regular physical activity</li> </ul> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>-rolling            -running</li> <li>-crawling        -hopping</li> <li>-walking        -skipping</li> <li>-jumping        -climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• 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.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>

	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>

National Curriculum		Year 1	Year 2
<p>Pupils 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</p> <p>Pupils should participate in team games, developing simple tactics for attacking and defending</p>	Team Games	<p>Move safely into space.</p> <p>Follow rules whilst playing a game.</p> <p>Participates in simple games.</p>	<p>Use and move into a space in a game.</p> <p>Understand the importance of rules in games.</p> <p>Use simple attacking and defending skills in a game.</p>
<p>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.</p> <p>Students perform dances using simple movement patterns.</p>	Dance	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p> <p>Perform using a range of actions and movements with some co-ordination</p>	<p>Vary speed, levels and direction of movements.</p> <p>Use and negotiate space clearly.</p> <p>Respond imaginatively to stimuli.</p> <p>Compose and perform simple dance phrases.</p> <p>Create and perform movements that show rhythm and control to music.</p>

<p>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.</p>	<p>Gymnastics</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform a range of simple jumps, landing safely.</p> <p>Balance with some control.</p> <p>Hold still shapes showing balance and control.</p> <p>Climb onto and jump off equipment safely.</p>	<p>Travel in a variety of ways including rolling.</p> <p>Hold a still shape whilst balancing on isolated parts of the body.</p> <p>Jump in a variety of ways, landing with increasing control and balance.</p> <p>Climb onto and jump off equipment with increasing control and balance.</p> <p>Link a variety of actions and movements to create a sequence</p>
<p>Pupils 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.</p>	<p>Games Ball skills</p>	<p>Throw a ball overarm, underarm and using a bounce pass.</p> <p>Catch a ball with basic control.</p> <p>Travel with a ball in different ways.</p> <p>Hit or strike a ball using a racquet or bat with increasing control.</p>	<p>Throw different types of equipment in different ways for accuracy and distance.</p> <p>Use dribbling skills in a game situation.</p> <p>Catch and receive a ball with control.</p> <p>Hit or strike a ball for distance.</p>
<p>Pupils 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.</p> <p>Pupils 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</p>	<p>Athletics</p>	<p>Run at different speeds.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Jump from a standing position.</p> <p>Throw a ball towards a target with increasing accuracy.</p>	<p>Can change the speed and direction in which they are travelling.</p> <p>Can jump from a standing position with accuracy.</p> <p>Throw with accuracy at targets of different heights.</p>

