

## BIRTH TO FIVE MATTERS statements

### Holy Family Catholic Primary School-PE in EYFS

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, co-ordination 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, co-ordination 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.

### Vocabulary

Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles

### EYFS PE Skills

<u>Bat, racquet and ball skills</u>	<u>Dance and movement</u>	<u>Athletics</u>	<u>Team games</u>	<u>Self-help and dressing</u>
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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.	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. Develop overall body strength, balance, coordination and agility.	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. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Progress towards a more fluent style of moving, with developing control. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Non Statutory Development Matter and Birth to 5 Statements  
Statutory Early Learning Goals

<p>Three and Four-Year-Olds /Range 5</p>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> </ul>
	<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily,</li> </ul>

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		<p>shifting body weight to improve stability</p> <ul style="list-style-type: none"><li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li><li>• Creates lines and circles pivoting from the shoulder and elbow</li><li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li></ul>
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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> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> </ul>
Reception/ Range 6	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> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen 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.</li> <li>• Combine different movements with ease and fluency.</li> <li>• 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> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>

			<ul style="list-style-type: none"> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</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> <li>• Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</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>

ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>