Hamworthy Primary Schools – EYFS PE Links

Rationale:

The EYFS framework is organised across seven areas of learning rather than subject areas. There are 3 prime areas; Communication and Language, Personal, Social and Emotional Development, Physical Development. Alongside 4 specific areas; Literacy, Mathematics, Understanding of the World, Expressive Arts and Design. Knowledge taught across the EYFS feed into national curriculum subjects.

This document demonstrates which statements from Development Matters are prerequisite knowledge 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 are taken from the following area of learning:

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

Nursery (3 and 4 Year Olds)

Area of the curriculum:	Development matters point:
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.
Expressive Arts and Design	• Respond to what they have heard, expressing their thoughts and feelings.

Reception

Area of the curriculum:	Development matters point:
Personal, Social and Emotional Development	• Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
Physical Development	• 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.
Expressive Arts and Design	• 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	
Area of the curriculum:	**Development matters point:**
Personal, Social and Emotional Development	**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	**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	**Being Imaginative and Expressive** • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.