



PE in Early Years

Main links to the seven areas of learning: **Personal, Social and Emotional Development**, **Physical Development** and **Expressive Arts and design**

PE: Nursery	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> * 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 be able to use and remember sequences and patterns of movements which 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.

	<ul style="list-style-type: none"> * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Expressive Arts and Design	<ul style="list-style-type: none"> * Respond to what they have heard, expressing their thoughts and feelings.

PE: Reception	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> * Manage their own needs. • Personal hygiene * Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
Physical Development	<ul style="list-style-type: none"> * 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. * Develop the overall body strength, co-ordination, balance 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 outside, alone and in a group. * Develop overall body-strength, balance, co-ordination and agility.
Expressive Arts and Design	<ul style="list-style-type: none"> * Explore, use and refine a variety of artistic effects to express their ideas and feelings

	<ul style="list-style-type: none"> * 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.
<p>Personal, Social and Emotional Development <u>ELG</u></p>	<p>Managing Self</p> <ul style="list-style-type: none"> * Be confident to try new activities and show independence, resilience and perseverance in the face of 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, going to the toilet and understanding the importance of healthy food choices. * Building Relationships * Work and play cooperatively and take turns with others
<p>Physical Development <u>ELG</u></p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> * 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.
<p>Expressive Arts and Design <u>ELG</u></p>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

PE: Year One

Pupils should be taught to:

- * 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
- * participate in team games, developing simple tactics for attacking and defending
- * perform dances using simple movement patterns.

How can EYFS children learn about PE?

- * Space orientation
- * Body control
- * Recalling and copying
- * Patterns
- * Running, jumping, crawling, climbing, walking, hopping, skipping
- * Using bicycles, scooters, climbing frames, going to the park
- * Exploring dance with various music, scarves, pompoms etc
- * Using a range of balls with a variety of developing skills
- * Getting dressed and undressed independently
- * Taking care of their own personal hygiene
- * Having a developing understanding of what contributes to a healthy lifestyle (food, exercise, sleep etc)
- * Engaging in activities that carry an element of risk and doing so safely
- * Showing control and coordination in their movements

Ideas to enhance the setting:

- * Balance bikes and scooters
- * Balls in a variety of sizes and materials
- * Scarves, pompoms and music
- * Access to climbing frames and forest schools
- * Access to large outdoor areas such as the garden, MUGA and track
- * Racquets, bats and hula hoops
- * Large scale equipment such as wheelbarrows, spades, rakes, etc

Key Vocabulary: Nursery	Balance, climb, jump, land, travel, step, crawl, wriggle, stretch, roll, hop, run, skip, tip-toe, fast, slow, high, low, team, score, bat, ball, catch, throw, roll, bounce, jump, land, travel, turn, direction, space, pedal, steer
Key Vocabulary: Reception	Dance, bent, bendy, squashy, straight, land, apparatus, bench, tight, float, twirl, sequence, position, star, arch, tuck, slowly, quickly, rhythm, fluidity, equipment, bat, goal, points, score, race, warm up, cool down, control, jump, land, travel, turn, direction, space, stretch, hop, run, skip, together, apart, floor, balance, direction, up, down, forwards, backwards, safe, safely, listen, body parts

