

Physical Education in EYFS

The EYFS framework is structured differently to the Primary National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to demonstrate how the skills taught across EYFS feed into the Primary National Curriculum subjects and our Primary Foundation Curriculum at Key Stage 1.

Early Years Summary Objectives	Key Stage 1 Summary Objectives
<p>Students participate in games and opportunities for play both indoors and outdoors, developing their core strength, stability, balance, spatial awareness, co-ordination and agility. They develop gross motor skills which provide the foundation for developing healthy bodies and social and emotional well-being. They learn foundational personal and social skills necessary for their PE learning in Key Stage 1, including how to follow rules, turn-taking and conflict resolution.</p>	<p>Students 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. They are taught to engage in competitive activities (both against self and against others) and in co-operative physical activities, in a range of increasingly challenging situations.</p>

The table below outlines the 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, both of which provide the key concepts and foundational knowledge that is built upon within our Key Stage 1 programme of study for Physical Education (PE). Related statements for PE are taken from the following areas of learning:

- **Personal, Social and Emotional Development**
- **Physical Development**

Preparing for PE in the EYFS

Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.
	Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired (e.g. rolling, crawling, walking, etc.) • 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. • 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.
Early Learning Goals	Personal, Social and Emotional Development	<p><i>Building Relationships</i></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers;
	Physical Development	<p><i>Gross Motor Skills</i></p> <p>Children at the expected level of development will:</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.