



Learning and Teaching in the EYFS - What PE Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School through Physical Education, we want our children to become confident who are not afraid of making mistakes and instead embrace these opportunities to extend their skills. The children will be given the opportunity to explore movements safely. They will move with confidence in a range of different ways negotiating space adjusting speed or direction to avoid obstacles.

EYFS Intent: The characteristics taught through games, gymnastics and dance will allow them to become resilient and mentally strong. They will transfer these skills taught into everyday life, allowing them to be ambitious, courageous and competitive in challenging situations. Each skill learnt will then be practised and revisited throughout the year. This will enable children to develop fundamental moving skills that allow them to be competent and confident to extend their agility, balance and coordination, individually and with others.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills 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 Birth to Three, 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 areas of learning:

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

Physical Education Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/Context
Birth to Three year olds Nursery 	Physical Development - Gross Motor Skills	• Enjoy moving when outdoors and inside. • Reach out for objects as coordination develops. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	1, Develop different ways of moving through exploring (locomotion) Children will explore the climbing frame, slide, steps, bridge, tunnels in the outdoor area. 2. Develop an understanding of games – children will to kick, roll and hold a ball. 3 Create own movements – Dance. They will learn dance actions to music and nursery rhymes.
	Expressive Arts and Design	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	



Physical Education Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/Context
Three - Four year olds Nursery 	Physical Development	• Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs or climb apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. <i>I can move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i> <i>I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</i> <i>I can catch a large ball.</i>	1. Develop different ways of moving through exploring (locomotion) Children will explore the climbing frame, slide, steps, bridge, tunnels in the outdoor area. They will move under and over equipment. 2. Develop an understanding of games– children will to kick, roll and hold a ball whilst moving 3. Create own movements– Dance. They will learn dance actions to music (wake up shake up) and nursery rhymes. 4. Develop shape through movement–Gymnastics. They will use ribbons exploring large and small shapes.
	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	
	Expressive Arts and Design:	• Respond to what they have heard, expressing their thoughts and feelings.	
Reception 	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, 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 outdoors, alone and in a group. • Develop overall body strength, balance, coordination 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.	1. Develop different ways of moving through exploring (locomotion) ball skills. Children will explore walking using different body parts in different directions, at different levels and at different speeds– marching. 2. Develop an understanding of games. Children will explore different ways of pushing, rolling, bouncing a ball with 'good control' with and without a partner. They will learn the meaning of the word 'defender' and what this means when playing games. They will explore underarm and overarm throwing with a bean bag, learning how to aim, catch and stop a ball using their hands. Children will explore what happens when they kick a ball using different parts of their feet. They will learn to develop control through dribbling the ball close to them. 3. Create own movements– Dance. Children will use different parts of the body to move with control to the music. They will interpret the music by joining actions together. They will explore movements such as creeping, tiptoeing, hiding. They will perform with a partner in time to music, discussing how the music makes them feel. 4. Develop shape through movement - Gymnastics. Children will make shapes using different body parts, they will move in different directions (under, over, high, low), explore big and small movements with a partner safely using apparatus.
	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.	
	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 Education Skills Progression Map



**EYFS
Stage**

Areas of Learning /Development Matters

**Early
Learning
Goals**



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:

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Personal, Social and Emotional Development: Building Relationships:

- Work and play cooperatively and take turns with others.

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things



Physical Education Skills Progression Map



Dance			Using large play equipment or Gymnastics equipment		
Moving in sequence – copying others, then creating their own sequences. Responding in movement to words and music – based on songs, rhymes, stories, story maps etc. Moving with props (scarves, beanbags, masks etc) and contrasting tempos – fast, slow, quickly, slowly, speedily, slow as a snail. Creating their own movements – using different parts of their bodies. Exploring opposites (up/down, in/out, under/over etc) and creating simple movement sequences. Working with a partner exploring character movements from stories and songs. Ring games with repetitive words and actions. Developing own actions and words during ring games.			Exploring moving and making shapes using different body parts Exploring moving in different directions Exploring big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Working in zones High and low movements on the floor, sequencing movements on the floor High and low movements on large apparatus/climbing frame, sequencing movements Under and over movements on the floor, sequencing movements on the floor Under and over movements on large apparatus/climbing frame, sequencing movements High and low combined with under and over, Travelling in different ways and directions on the floor/apparatus/climbing equipment		
Games					
Locomotion: Walking	Locomotion: Jumping	Locomotion: Running	Ball skills: Hands	Ball skills: Feet	Small apparatus
Exploring walking Developing walking Exploring walking along different pathways Explore marching Explore different ways of walking: - Normal - Tip toes - Striding - Fairy footsteps - Backwards - Sideways - Invent your own	Exploring jumping Developing jumping Jumping for distance Jumping for height Jumping in a sequence Jumping using 2 feet Jumping using 1 foot Jumping with legs together Jumping with legs apart Jumping styles – tuck, scissor, pencil etc Jumping like an animal – bunny hop, frog leap, kangaroo bounce etc Combining different jumps	Exploring running Exploring running at different speeds Exploring running in different directions Running for team games Running for speed, thinking about acceleration Exploring running and dodging each other and equipment Exploring running with a bean bag on your head	Exploring pushing, rolling and bouncing Exploring bouncing into a space, bouncing to a friend, bouncing against a wall Exploring bouncing in a controlled manner Exploring bouncing a ball then shooting a goal in the basketball hoop Exploring bouncing balls of different sizes Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest Exploring stopping the ball Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game. Extend – different sized and textured balls	Exploring moving a ball using our feet. Developing moving with a ball using our feet. Developing dribbling skills Developing dribbling skills against an opponent Dribbling competitions Kicking the ball at a target Kicking the ball to a partner with good aim and precision	Hoops – Rolling hoops Rolling hoop to a friend Spinning hoops Hula-hooping on different parts of our bodies Bean bags - Balancing bean bag on different parts of our bodies Throwing bean bags using different throwing techniques Throwing bean bags at targets Passing bean bags at different heights and speeds Quoits – Rolling quoits Rolling quoits to a friend Throwing quoits at a target Throwing and catching quoits on hands and feet Ribbons – Making different movements and patterns. Parachute/stretchy lycra games – Using gross motor skills to manipulate parachute and lycra
PSED: Taking turns, keeping scores, understanding rules and playing by the rules.					

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