What Does PE Look Like in the Early Years in St. Mary's C.P. School?

The revised EYFS still has seven areas of learning, rather than the individual subjects used within the National Curriculum. Communication and Language development is key and is a 'golden thread' which runs through and underpins all other areas of learning, as does Personal, Social and Emotional Development. At St. Mary's C.P. School the statutory framework is supported by the document 'Development Matters. The table below shows where learning in early years links to the NC programme of study in PE. Whilst there are not links in each age range, these statements are just basic bones upon which we build our full curriculum.

Development Matters	
Birth to Three – Babies and young toddlers will be learning	<u>Communication and Language</u> • 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.
3- and 4-year olds will be learning to:	<u>Communication and language</u> • 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. Encourage children to transfer physical skills learnt in one context to another one. <u>Art and Design</u> • Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along. <u>Music</u> • 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
Children in reception will be learning to:	<u>Communication and language and Personal, Social and Emotional Development</u> Progress towards a more fluent style of moving, with developing control and grace and talk about their moves. 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. <u>Personal, Social and Emotional Development</u> • Think about the perspectives of others. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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 Goal – Children at the expected level of development will: 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.	

What PE Looks Like in the Early Years, including Indoor and Outdoor Provision

What you might see children doing	What you might see staff doing
• Talking about their daily and weekly routine. • Using language connected with movement and direction • Revise and refine the fundamental movement skills they have already acquired: • walking • jumping • running • hopping • skipping • climbing • Regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • Less competent and confident children will spend time initially observing and listening, without feeling pressured to join in. • 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. • Be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	• Teaching and modelling language associated with the games, movement, dance, balance. • Modelling ball skills, kicking catching throwing. • Being patient, not rushing and taking time to talk about what they are doing and why. • Commenting on how to eat healthily, listen to children's responses and develop conversations about this. Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping. • Encouraging children to become more confident, competent, creative and adaptive movers. Then, extending their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area. • Providing regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. • Providing a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. • Helping children to develop the core strength and stability they need to support their small motor skills. Encouraging and modelling tummy-crawling and crawling on all fours. • Continuously checking how children are holding pencils for writing, scissors and knives and forks. Offering regular, gently

• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Learn how to use hammers and nails at the woodwork bench. • . Understand why safe play and safety when handling tools and moving equipment and materials. Understanding clear and sensible rules for everybody to follow.	encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. • Providing a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. • Celebrating, praising and rewarding children as they develop patience, turn-taking and self-control when they need to line up and wait. Teaching and modelling for children how to eat with good manners in a group, taking turns and being considerate to others.