

## EYFS Curriculum and Physical Education

The tables below outline the skills within the EYFS (Early Years Foundation Stage) curriculum that link to Physical Education within the National Curriculum.

The statements for EYFS, are taken from statutory Early Learning Goals (ELG) and the non-statutory Development Matters.

The Early Learning Goals are an important way of assessing and tracking children's progress at the end of EYFS. These goals are what the child is expected to reach by the end of their Reception year, before moving on to Key Stage 1.

The most relevant statements for Physical Education are taken from the following areas of learning in EYFS:

1. Personal, Social and Emotional Development
2. Physical Development
3. Expressive Arts and Design

### Early Learning Goals

Personal, Social and Emotional Development	
Managing self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
Building relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> </ul>

### Development Matters

Young Explorers	Physical Development	<ul style="list-style-type: none"> <li>Roll over: from front to back, then back to front</li> <li>Enjoy moving when outdoors and inside</li> <li>Reach out for objects as co-ordination develops</li> <li>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</li> <li>Fit themselves into space, like tunnels, dens and large boxes, and move around in them</li> <li>Enjoy starting to kick, throw and catch balls</li> <li>Walk, run, jump and climb – and start to use stairs independently</li> </ul>
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		<ul style="list-style-type: none"> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings)</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks</li> <li>• Develop manipulation and control</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond emotionally and physically to music when it changes</li> <li>• Move and dance to music</li> </ul>
Nursery	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: -rolling - running - crawling - hopping - walking - skipping -jumping – climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>