

# PE in the Early Years

What does an Athlete look like in the EYFS?



I want to become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.

I want to become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paint brushes) safely and with confidence.

## PE in the Early Years - What PE looks like in the EYFS

**Characteristics of Effective Learning:** *Playing and exploring* - children investigate and experience things and have a go; *Active learning* - children concentrate and keep trying if they encounter difficulties and enjoy achievements; *Creating and thinking critically* - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning **PSE, CL** and **PD** underpin and are an integral part of all areas of learning.

**Physical Development Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Intent:** Through our high-quality physical education curriculum at Tenbury, we inspire all pupils to succeed and excel in competitive sport and other physical activities. We provide inclusive physical development opportunities for pupils to become confident in a way which supports their health and fitness, self-expression, decision making and social skills. We aim to provide our children with a love for sport and physical activity and it is crucial that our children learn how to keep themselves fit and healthy. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, equality, cooperation and respect. We follow a sequential skills-based curriculum and we strive for our children to develop their gross motor and fine motor skills through a variety of different activities.

Themes	A1 - Happy To Be Me A2 - Over The Rainbow		Sp1 - Tell Us a Story Sp2 - Help Is At Hand		S1 - If You Go Down To The Wood S2 - What a Wonderful World	
<b>Learning Overview</b>	We will focus on developing our fundamental movement skills through the Jungle Journey scheme. If necessary, we will use the Squiggle Whilst you Wiggle scheme to develop our gross motor skills. We will learn to hold a pencil effectively and develop our fine motor skills through our funky finger activities within the provision. We will enjoy some PE dance sessions with a focus on different movements and creating firework dances.		We will learn how to catch and kick a ball in the first part of spring before refining this in spring 2 to include batting, aiming and some team games. We will learn to write recognisable letters as we improve our pencil grips.		We will enjoy some Gymnastics session for PE, thinking about a range of movements. We will also learn about sportsmanship as we partake in sports day. We will think about the foundations of developing good handwriting and improve our posture as we sit at the table for longer periods of time to prepare for the next stage of our learning. In PE we will explore jumps - <b>tuck, pencil and star and rolls - pencil, teddy bear and egg.</b>	
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Gross Motor</b>	To develop skills they need to manage the school day successfully - lining up and queuing and mealtimes To use core muscle strength to achieve a good posture when sitting on the floor To use wheeled resources for children to balance, sit or ride on, or pull and push. To draw lines and circles using gross motor movements. To take part in the 'Daily Mile' each day.		To revise and refine the fundamental movement skills they have already acquired: skipping, hopping. To encourage children to be highly active and get out of breath several times every day. To take part in the 'Daily Mile' each day.		To use core muscle strength to achieve a good posture when sitting on the table To run safely on whole foot. To vary pace depending on distance. To progress towards a more fluent style of moving, with developing control and grace To develop the overall body strength, co-ordination, balance and agility: spin, rock, tilt, fall, slide and bounce. To take part in the 'Daily Mile' each day.	
<b>PE Evidence in Floor Books</b>  We revisit knowledge and	<b>In The Jungle - fundamental Skills/movement</b>  To revise skills they have already acquired: rolling · crawling · walking · jumping · running · climbing	<b>Dinosaur Dance</b>  To experiment with different ways of moving e.g. slithering, shuffling, jumping, sliding. To combine different movements with ease	<b>Ball Skills</b>  To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game.	<b>Team Games</b>  To negotiate space successfully in racing and chasing games with others. To run skilfully, adjusting speed or direction to avoid obstacles.	<b>Gymnastics - jumps and rolls</b>  To develop the ability to jump in a range of ways from one space to another. To control my body	<b>Gym apparatus and Sports Day (athletics) PEGS</b>  To rise to feet without using hands. To climb confidently and begin to pull themselves up on equipment.

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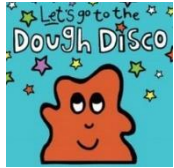
skills throughout the year	To stand on one foot.	and fluency.	To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball.		when jumping and balancing. To create a sequence using a jump and a balance. To develop the ability To roll in a range of ways. To control my body when rolling in a range of ways. To perform a sequence with confidence and control	To use a range of large and small apparatus confidently and safely. To mount stairs, steps or climbing equipment using alternate feet. To jump off an object and land appropriately. To travel with confidence and skill around, under and over balancing and climbing equipment.
<b>Key Vocabulary</b>	roll, crawl, walk, jump, run, climb, movement, ease, fluency, muscles, posture, balance		throw, catch, kick, pass, bat, aim, precision, skip, hop, team		fluent, move, control, grace, strength, co-ordination, balance, agility, spin, rock, tilt, fall, slide, bounce, jump, roll, sequence, pencil roll,	
<b>Write Dance</b>	The Volcano A Walk In The Country Up and down movement Arches, circles and spirals	Circles and Eights Robot Upwards / downwards lines. Spirals and figure of 8 (vertical and horizontal).	The Train Side to side lines Squares, diagonal lines, triangles.	The Growing Tree Wavy lines	Silver Wings Over The Sea Zig-zag lines	Cats Arches
<b>Fine Motor</b>	<p><b>Dough Disco</b></p> <p>To develop small motor skills so that they can use a range of tools competently, safely and confidently - scissors, paintbrushes. To continue developing small motor skills; dressing and undressing dolls, puzzles and playing with small world toys. To draw and make-marks and symbols using writing implements. To show preference for dominant hand. To hold pencil/paint brush beyond whole hand grasp. To develop muscle tone to put pencil pressure on paper. To draw, write or copy letter of name To teach and model correct letter formation. To cut a straight line with the scissors</p>		<p><b>Pen Disco</b></p> <p>To refine small motor skills; threading, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys. To practise holding a pencil with improved grip. To write and copy letters and begin forming letter correctly. To engage within daily name/CVC writing activities. To begin to form letters correctly. To handle tools, objects, construction and malleable materials with increasing control. To cut a simple curved line with the scissors To hold pencil effectively with comfortable grip To draw a cross. To draw pictures that are recognisable To use a range of small tools, including scissors, paint brushes and cutlery.</p>		<p>To develop the foundations of a handwriting style which is fast, accurate and efficient. To hold a pencil effectively in preparation for fluid writing using the tripod grip in almost all cases/ To use one hand consistently for fine motor tasks. To form letters correctly To copy a square To begin to draw diagonal lines, like in a triangle To start to colour inside the lines of a picture To build things with smaller linking blocks, such as Lego. To begin to show accuracy and care when drawing.</p>	
<b>Our Curriculum Goal</b>	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					

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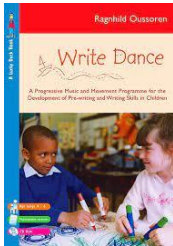
<p><b>ELG</b>  <b>(End of the year only)</b></p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><b>During KS1, children will learn</b></p>	<p><b>During KS1, children will learn</b></p> <ul style="list-style-type: none"> <li>• Pupils should 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.</li> <li>• They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ participate in team games, developing simple tactics for attacking and defending</li> <li>○ Perform dances using simple movement patterns.</li> </ul> <p><b>Swimming &amp; Water Safety</b></p> <p><i>All schools must provide swimming instruction either in KS1 or KS2.</i></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>

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## Our PE journey through the year



To develop gross and fine motor skills through various activities



To use wheeled resources for children to balance, sit or ride on, or pull and push.  
To use the trim trail to develop gross motor skills.



To develop skills they need to manage the school day successfully – lining up and queuing and mealtimes.



To develop small motor skills so that they can use a range of tools competently, safely and confidently – scissors, paintbrushes.

To draw and make-marks and symbols using writing implements

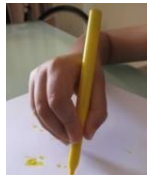


To develop ball skills including throwing, and catching



To revise and refine the fundamental movement skills they have already acquired: skipping, hopping.

To practise holding a pencil with improved grip.  
To write and copy letters.



To hold a pencil effectively and show increased control.

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To develop and refine a range of ball skills including kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.



To develop the overall body strength, co-ordination, balance and agility: spin, rock, tilt, fall, slide and bounce. To explore jumps and rolls.

To develop good sportsman ship when partaking in Sports Day.



To combine different movements with ease and fluency. To create a firework dance



To use a range of large and small apparatus confidently and safely

To refine small motor skills; threading, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys.



# Continuous Provision

Our 'CHILD LED' PE journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of resources that enable children to develop their fine and gross motor skills. Our provision includes: bikes, balance beam, balance stones, trundle wheels, wheel barrows, tyres, milk crates, cable drums, blocks, planks, logs, large pegs, netting, material, guttering, gravel, pinecones, conkers, shells, tubes, large brushes and stones.

Expressive Arts and Design (Specific Area)		
0/3	3/4	R
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Create collaboratively, sharing ideas, resources and skills
Explore paint fingers and other, using parts of their bodies as well as brushes and other tools.	Explore different materials freely, to develop their ideas about how to use them and what to make.	
Use their imagination and they consider what they can do with different materials	Develop their own ideas and then decide which materials to use to express them.	
	Join different materials and explore different textures.	
	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	

Communication, and Language (Prime Area)		
0/3	3/4	R
	Use a wider range of vocabulary.	Learn new vocabulary.
Generally focus on an activity of their own choice.	Understand 'why' questions, like: "Why do you think the crates fell down?"	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Recognise and point to objects if asked about them.	Use talk to organise themselves and their play: "I'm going to make a den".	Articulate their thoughts and ideas in well formed sentences.

Physical Development (Prime Area)		
0/3	3/4	R
Build independently with a range of appropriate resources.	Choose the right resources to carry out their own plan.	Develop their small motor skills so that they can use a range of tools competently.

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		safely and confidently. Suggested tools: Brushes, spades, trowels, brooms.
Explore different materials and tools	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Confidently and safely use a range of large and small apparatus, indoors and outdoors, alone and in a group.
	Use one-handed tools and equipment, for example. Brushes.	Develop overall body strength, balance, coordination and agility.
	Match their developing physical skills to tasks and activities.	
	Choose the right resources to carry out their own plan.	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R
	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.	Show resilience and perseverance in the face of challenge.
	Increasingly follow rules, understanding why they are important.	
	Remember rules without needing an adult to remind them.	

Mathematics (Specific Area)		
0/3	3/4	R
Count in everyday contexts.	Understand position through words alone.	Count objects
Climb and squeeze themselves in different types of spaces.	Make comparison between objects relating to size, length, weight and capacity.	Select, rotate and manipulate shapes
Build with a range of resources.	Select shapes appropriately.	Compare length and capacity
Compare sizes, weights etc using gesture and language.	Solve world mathematical problems	

Knowledge of The World (Specific Area)		
0/3	3/4	R
Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them.
Explore natural material, indoors and out.	Explore collections of materials with similar and/or different properties.	Describe what they see, hear and feel whilst outside
	Talk about what they see, using a wide vocabulary	

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