Early Years Foundation Stage

Physical Development

Communication and Language is a prime area and consists of:

Moving and handling
Health and self-care

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring

- active learning

- creating and thinking critically

Curriculum 2014 – *Physical Education*

Purpose of study

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

The national curriculum for ***Physical Education Years 1 to 3***

Physical Education Statutory requirements

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access and broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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.

Pupils should be taught to:

- 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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Schools are not required by law to teach the example content (in brackets)

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water Safety

All schools must provide swimming instruction either in KS1 or KS2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

Schools are not required by law to teach the example content (in brackets)

Physical Education – Steps

Development matters in the Early Years Foundation Stage (EYFS)		
Physical Education		
	Aspect **Moving and Handling**	**Aspect** **Health and Self-care**
Birth – 11 months	• Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth.	• Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
8-20 months	• Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.	• Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.

Development matters in the Early Years Foundation Stage (EYFS)		
Prime area: *Subject*		
	Aspect Moving and Handling	**Aspect Aspect Health and Self-care**
16-26 months	• Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make.	• Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.
22-36 months	• Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand.	• Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.

Development matters in the Early Years Foundation Stage (EYFS)		
Prime area: Subject		
	Aspect Moving and Handling	**Aspect Health and Self-care**
30-50 months	• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.	• Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
40–60+ months	• Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	• Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

	Early Learning Goal **Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.** **They are able to throw and catch a large ball and begin to develop this using smaller balls.** **They are able to kick a ball towards a target.** **They are able to copy a dance pattern and begin to link 2 dance movements together. (including basic travelling movements – e.g. walk and turn a direction)**	**Early Learning Goal** **Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

National Curriculum 2014 – Target Tracker Statements or Web links

Subject					
	Aspect Basic Movement	**Aspect Developing balance**	**Aspect Agility and Co-ordination**	**Aspect Team Games**	**Aspect Movement Patterns**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	• Move in a variety of ways in and out of cones and obstacles. • jump with both feet leaving the ground. • hop and skip • stop on command • sprint and run • jump for height	• single balance and hold for 5 seconds • Balance on one foot. • be able to balance on a piece of apparatus • perform a side roll. • climb on apparatus • line walk (e.g follow a pre constructed line) • perform a point and patch balance	• be able to throw and catch a ball of various size • perform over and under arm throwing. • roll a ball to an end target • kick a ball to a target • dribble a ball • balance a ball on a racket • perform a two handed strike with a racket and ball	• be able to participate in a game with an opposing side. • be able to control a ball within a game setting • use hands to control a ball with increasing accuracy • be able to play a game following a set of rules	• dance to link in with learning theme • copy a dance pattern • move to a beat • link two dance movements together
Band 2 Beginning Beginning+ Within Within+ Secure Secure+	• move in a variety of ways in and out of cones and obstacles. • jump with both feet leaving the ground. • hop and skip • stop on command • sprint and run in different directions • skip without a rope • jump for height • skip with a rope • gallop • side gallop • jump for distance • dodge	• perform an individual and paired counter balance and counter tension balance and hold for 5 seconds. • perform a point and patch balance • balance on one foot • be able to balance on a piece of apparatus • side roll • climb on apparatus • line walk • bench walk	• be able to throw and catch smaller balls and objects accurately • kick a ball towards a target • hit a ball with some accuracy using a bat or racket. • throw a bean bag into a given target • dribble a ball in and out of set of obstacles (this can be with feet, hockey sticks etc).	• be able to participate in a game with an opposing side. • be able to control a ball within a game setting. • play a game with a set of rules and follow them • Play as part of a team • co-operate with team mates. • work as a team in order to score points • control a ball accurately • use both hands and feet in order to control a ball.	• dance to link with learning theme. • copy a dance pattern • move to a selection of beats • link a short series of dance sequences together • understand dance language (see display in hall for support)

Band 3	Aspect Swimming *	Aspect Control and Balance	Aspect Competitive Games	Aspect Movement Patterns
Beginning Beginning+ Within Within+ Secure Secure+	• Put face in water and blow bubbles. • Fully submerge under water. • Be able to swim 20 metres across the pool without support. • To swim 10 metres front crawl and backstroke.	• Can bounce a ball on the spot with consistency • Can perform a basic log, egg, shoulder and forward roll.	• Participate in team games. • Developing simple tactics for attacking and defending. • Succeed and excel (in competitive sport) and other physically demanding activities	• Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. • Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment.

*swimming can also be used in Key Stage 1 as well as Key Stage 2.