

Learning in EYFS:

What PE Subject Leaders Need to Know

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 Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for Computing are taken from the following area of learning:

- Physical Development

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; **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 Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Reception	Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p>

Autumn A
Let's Explore



Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Physical Education Skills

Ball Skills

Children complete a weekly session following the leap into life sequence.

Basic Movement

Children complete a weekly session following the leap into life sequence.

Team Sport

Children complete a weekly session following the leap into life sequence.

Autumn B

Winter Wonderland

Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Physical Education Skills

Ball Skills

Children complete a weekly session following the leap into life sequence.

Basic Movement

Children complete a weekly session following the leap into life sequence.

Team Sport

Children complete a weekly session following the leap into life sequence.

Spring

Starry Night

Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Children express different movements whilst listening to different pace themed music.

Physical Education Skills

Ball Skills

Children complete a weekly session following the leap into life sequence.

Basic Movement

Children complete a weekly session following the leap into life sequence.

Children express different movements whilst listening to different pace themed music.

Team Sport

Children complete a weekly session following the leap into life sequence.



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Spring B
Once Upon a Time

Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Children learn to play the game What's the time Mr Wolf.

Physical Education Skills

<p>Ball Skills Children complete a weekly session following the leap into life sequence.</p>	<p>Basic Movement Children complete a weekly session following the leap into life sequence.</p> <p>Children learn to play the game What's the time Mr Wolf.</p>	<p>Team Sport Children complete a weekly session following the leap into life sequence.</p> <p>Children learn to play the game What's the time Mr Wolf.</p>
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Summer A
Sunshine and Sunflowers

Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Children learn to play stuck in the mud.

Physical Education Skills

<p>Ball Skills Children complete a weekly session following the leap into life sequence.</p>	<p>Basic Movement Children complete a weekly session following the leap into life sequence.</p> <p>Children learn to play stuck in the mud.</p>	<p>Team Sport Children complete a weekly session following the leap into life sequence.</p> <p>Children learn to play stuck in the mud.</p>
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Summer B
Big Wide World

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Physical Development

Children complete a weekly session following the leap into life sequence.

Children have access to tyres, hoops, bean bags and other apparatus during CP.

Physical Education Skills

Ball Skills

Children complete a weekly session following the leap into life sequence.

Basic Movement

Children complete a weekly session following the leap into life sequence.

Team Sport

Children complete a weekly session following the leap into life sequence.

Vocabulary

Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy

Travelling - slither, gallop, shuffle, roll, crawl, follow copy Body parts Co-operation - share, wait, Direction - forwards, backwards

Walking Running Throwing Fast slow Catching Rolling Space Pushing Patting Kicking Bounce Control Co-ordination Bounce Body parts