

Learning in EYFS: What PE Subject Leaders Need to Know

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 PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE		
<p>Three and Four-Year-Olds</p> <p>FI Nursery</p>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	<p>Physical Development</p>	<ul style="list-style-type: none"> • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
<p>Three and Four-Year-Olds Continued</p>	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.

Reception F2	Personal, Social and Emotional Developm ent	<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity
	Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.

ELG End of F2 expectation	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Progression in PE - Abbey Gates EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E1	<p>Children will know how to ride a scooter.</p> <p>Children will run with spatial awareness and begin to negotiate space.</p> <p>Children will copy large movements with scarves involving up and down, side to side and wiggle movements.</p> <p>Children will wash and dry their hands after using the toilet and before eating.</p> <p>Children will observe changes to their body as they exercise.</p> <p>Children will copy horizontal and vertical lines.</p> <p>Children will jump with two feet leaving the floor.</p> <p>Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Children will know how to ride a tricycle.</p> <p>Children will put on their own coat.</p> <p>Children will copy circles.</p> <p>Children will carry large items safely with others.</p> <p>Children will use scissors to make snips in paper.</p> <p>Children will know why we need to wash our hands regularly.</p> <p>Children will use a fork independently</p> <p>Children will copy large movements with scarves involving circular and arch movements.</p> <p>Children will draw large circles and arches.</p> <p>Children will show an awareness of musical time, pace, rhythms, and mood</p> <p>Children will copy and repeat some basic dance actions</p> <p>Children will respond to a range of stimuli such as stories, songs, music and voice</p> <p>Children will express ideas and feeling through dance movements</p> <p>Children will travel on their feet in a variety of ways with changes of speed and levels</p> <p>Children will travel with some control and co-ordination</p> <p>Children will copy simple shapes with their body</p> <p>Children will start and stop on a given signal and listen to instructions</p> <p>Children will move with some confidence and imagination with a partner</p> <p>Children can perform with and show an awareness of others in a group</p>	<p>Children will know how to hop and stand on one leg.</p> <p>Children will show a preference for a dominant hand.</p> <p>Children will draw lines and circles freely.</p> <p>Children will use scissors to cut across paper.</p> <p>Children will make large anticlockwise movements.</p> <p>Children will retrace vertical lines with scarves (the hook) and copy spiral movements.</p> <p>Children will retrace vertical lines when drawing.</p> <p>Children will crawl and walk over apparatus.</p> <p>Children will know how to climb using alternate feet.</p> <p>Children will jump from low equipment and land with their knees bent.</p> <p>Children will balance along a wide beam.</p>	<p>Children will navigate confidently around obstacles when running, skipping and hopping by adjusting speed or direction.</p> <p>Children will explain what happens to their body as they exercise.</p> <p>Children will explain why they need to wash their hands regularly.</p> <p>Children will use scissors to cut along lines.</p> <p>Children will zip up their own coat.</p> <p>Children will use a knife and fork with some support.</p> <p>Children will retrace wavy lines with scarves and crayons.</p> <p>Children will begin to create a figure of 8 with scarves using large scale movements.</p>	<p>Children will know how to throw and catch a ball.</p> <p>Children will join materials together by threading and tying.</p> <p>Children will use a comfortable grip when holding a pen or pencil.</p> <p>Children will copy some letters in their name.</p> <p>Children will draw a figure of 8, retracing lines.</p> <p>Children will draw and retrace straight lines.</p>	<p>Children will ride a balance bike.</p> <p>Children will kick a ball at a target.</p> <p>Children will hit a ball with a bat.</p> <p>Children will use scissors to cut out a simple shape.</p> <p>Children will form some letters in their name correctly.</p> <p>Children will dress and undress independently.</p>

E2	<p>Children will know how to ride a balance bike.</p> <p>Children will know how to hop, skip and jump.</p> <p>Children will hold a pencil beyond whole hand grip.</p> <p>Children will lift, carry, push, pull, construct, stack and climb.</p> <p>Children will draw lines and circles.</p> <p>Children will crawl, walk, jump, run, hop, roll, skip and climb.</p> <p>Children will experiment with different ways of moving.</p> <p>Children will show some basic control and coordination when remaining still.</p> <p>Children will perform some point balances.</p> <p>Children will perform different jumps from a standing position.</p> <p>Children will perform leaps.</p> <p>Children will perform bridge and front support.</p> <p>Children will perform some rolls, egg roll, pencil roll, teddy bear, Forward roll,</p> <p>Children will link and repeat basic actions to copy or create a movement phrase with a beginning, middle and end.</p> <p>Children will copy and explore basic actions with some control and coordination.</p>	<p>Children will know how to do up and undo buttons.</p> <p>Children will use tools to effect changes to materials.</p> <p>Children will show a preference to a dominant hand.</p> <p>Children will move to music.</p> <p>Children will respond to a range of stimuli such as stories, songs, music, and voice and represent their feelings.</p> <p>Children will copy a simple phrase and perform a short dance with a planned structure</p> <p>Children will recognise repeated sounds and sound patterns and match movements to music</p> <p>Children will copy simple shapes with their body and create some of their own</p> <p>Children will perform a freeze frame</p> <p>Children will copy their partner to make a mirror image</p> <p>Children will perform in a group</p>	<p>Children will know how to use a knife and fork.</p> <p>Children will write some letters with correct letter formation.</p> <p>Children will button clothing.</p> <p>Children will cut with scissors.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children will climb apparatus confidently and safely.</p> <p>Children will move across apparatus in a range of ways.</p> <p>Children will jump and land safely from equipment.</p> <p>Children will explore different jumps.</p> <p>Children will balance in different ways on equipment.</p> <p>Children will copy and create basic phrases with a beginning, middle and end.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will hold a pencil with tripod grip.</p> <p>Children will form letters with almost all letters formed correctly.</p> <p>Children will balance on one leg.</p> <p>Children will spin, rock, tilt, fall, slide and bounce.</p> <p>Children will develop overall body strength, coordination, balance and agility.</p> <p>Children will respond to a range of stimuli such as stories, songs, music, and voice and represent their feelings.</p> <p>Children will create a simple phrase and perform a short dance with a planned structure</p> <p>Children will create a range of shapes with their body and with a partner.</p> <p>Children will copy their partner to make a mirror image</p> <p>Children will perform in a group</p>	<p>Children will know how to throw and catch different sized balls.</p> <p>Children will aim, dribble, push, throw, catch, pat, kick, pass and bat a ball.</p> <p>Children will throw balls at a target with accuracy.</p> <p>Children will throw underarm and overarm and begin to understand which throw is preferable to achieve a goal.</p> <p>Children will know how to kick and pass different sized balls.</p> <p>Children will know how to bat and aim using different sized balls.</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, tracking, intercepting, stopping and catching.</p> <p>Children will use one hand consistently for fine motor tasks.</p> <p>Children will cut along a straight line using scissors and start to cut along a curved line.</p> <p>Children will use a knife and fork.</p> <p>Children will move over, under, through and around equipment.</p> <p>Children will combine movements with fluency and ease.</p>	<p>Children will know how to correctly form capital letters.</p> <p>Children will draw diagonal lines.</p> <p>Children will draw pictures which are recognisable.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will throw and aim with more control.</p> <p>Children will negotiate obstacles when running.</p> <p>Children will jump over objects.</p> <p>Children will change speed and direction when running.</p>
----	--	--	---	--	--	---