

Sutton Park Primary School

EYFS Links to Whole School P.E Curriculum



The EYFS is its own distinct key stage and has its own unique curriculum, the aim of which is to foster the development and progress of our youngest learners in line with the guiding EYFS principles and to provide a solid foundation for future learning. In order to promote our links with KS1, careful consideration has been made to the key knowledge and skills we want the children to develop in our EYFS. In order to prepare our children well for the following national curriculum content of our whole school curriculum, deliberate links have been made between the EYFS areas of learning and the NC subjects, so that the whole school curriculum is progressive from the very start of our pupils journey through our school.

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. They have been tailored to reflect our school, pupils and the community we serve. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond. The EYFS is the foundation for future learning and we ensure children have secure grounding in 'being an active mover'.

Physical Development: PE is encompassed in the Physical Development area of learning, The EYFS curriculum is mapped carefully to make links with P.E..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. When they start Sutton Park Primary, 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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Key Skills:

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)

Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Physical Education

BIRTH TO THREE

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Lift objects up to suck them.
- Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

THREE AND FOUR YEAR OLDS

- 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.
- Are increasingly able to use and remember sequences and patterns of movements which 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- 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.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

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Physical Education

Children in Reception	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • 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 outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
Gross Motor skill ELG	<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.

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EYFS Physical Education Long Term Plan



	Autumn	Spring	Summer
FS1	<p><u>All About Me</u> Fine Motor Skills: Dough Disco Funky Fingers Area Scissor Skills Brushes in water and sand. Tracing over name.</p> <p>Gross Motor Skills: Wake Up shake up daily sessions. Dance –Sticky kids Ball skills e.g. bounce and catch. Running and negotiating space in the outdoor area.</p> <p>Independent Skills: Zips, buttons and toileting and personal hygiene.</p>	<p>Fine Motor Skills: Dough Disco Funky Fingers Area Scissor Skills. Brushes in water and sand. Tracing over name. Chop sticks for Chinese New Year.</p> <p>Gross Motor Skills: Wake Up shake up daily sessions. Dance –Sticky kids Ball skills e.g. throw and catch to a partner. Create a simple obstacle course outside using planks and crates.</p> <p>Independent Skills: Zips, buttons and toileting and personal hygiene.</p>	<p>Fine Motor Skills: Dough Disco Funky Fingers Area Scissor Skills. Brushes in water and sand. Tracing over name.</p> <p>Gross Motor Skills: Summer 1 coach – games Summer 2 – sports day team games practice e.g. dribbling, balancing beanbags, running.</p> <p>Independent Skills: Zips, buttons and toileting and personal hygiene.</p>
FS2	<p><u>All About Me</u> Fine Motor Skills: Scissor skills, pencils, brushes in the sand or water for early writing. Name writing</p> <p>Gross Motor Skills: Ball skills – throwing and catching with two hands. Running and negotiating space in the outdoor area.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Fine Motor Skills: Handwriting e.g. develop and secure the tripod grip, name writing. Uses a spoon correctly when eating porridge. Chop sticks for Chinese New Year.</p> <p>Spring 1 - Dance – Dance till you drop performing to well known rhymes</p> <p>Spring 2 – Coach games</p>	<p>Fine Motor Skills: Handwriting e.g. linked to phonics.</p> <p>Summer 1 ball skills: e.g. dribbling around cones and catching with one hand, passing, batting and aiming.</p> <p>Obstacle courses – over and under, travelling in different ways. Combine different movements with ease and fluency.</p> <p>Summer 2 – sports day team games practice, dribbling, balancing beanbags, running, obstacle races.</p>
Key Vocabulary	Breathe, Exercise, Fast, Fit, Gym, Hop, Jump, Pull, Push, Run, Fall, Miss, Play, Reach, Rest, Skill, Slow, Stand, Strong		