



*St Peter's C of E Primary School*  
**Physical Education Progression - EYFS**

**'Let Your Light Shine'**

Matthew 5:16

## Key Learning in EYFS

Developing Skills		Evaluating success and examples of how to support:
Fundamental Development	<p>Revise and Refine fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>Rolling</li> <li>Crawling</li> <li>Walking</li> <li>Jumping</li> <li>Running</li> <li>Hopping</li> <li>Skipping</li> <li>Climbing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.</li> <li>• Give children experience of carrying things up and down on different levels (slopes, hills and steps).</li> <li>• Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</li> <li>• Provide regular access to floor space indoors for movement.</li> <li>• Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</li> <li>• Provide a wide range of activities to support a broad range of abilities.</li> <li>• Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</li> <li>• Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.</li> <li>• Model precise vocabulary to describe movement and directionality, and encourage children to use it.</li> </ul>
Fundamental Development	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<ul style="list-style-type: none"> <li>• Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</li> <li>• Introduce full-sized balls when children are confident to engage with them.</li> <li>• Introduce tennis balls, ping pong balls, beach balls and balloons.</li> </ul>

**Dance and Movement (including fine motor skills and core muscle skills)**

Progress towards a more fluent style of moving, with developing control and grace.

Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.

- Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.
- Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.

- Provide children with regular opportunities to practise their movement skills alone and with others.
- Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness.
- Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.
  
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction.
- Give children regular, sensitive reminders about correct posture. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.
- Provide different tables at the correct height for the range of children in the class.

		<ul style="list-style-type: none"> <li>• The table supports children’s forearms. The top of the table is slightly higher than the height of the child’s elbow flexed to 90 degrees.</li> </ul>
	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<ul style="list-style-type: none"> <li>• Encourage children to use a range of equipment. These might include: wheeled toys, balance bikes, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders,</li> </ul>
	<p>Combine different movements with ease and fluency.</p>	<ul style="list-style-type: none"> <li>• Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>• Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</li> <li>• Encourage precision and accuracy when beginning and ending movements</li> </ul>
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<ul style="list-style-type: none"> <li>• Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors.</li> <li>• Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback.</li> <li>• Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</li> </ul>

<p>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 and gymnastics.</p>	<ul style="list-style-type: none"> <li>• Encourage children to be highly active and get out of breath several times every day.</li> <li>• Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>• Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts.</li> </ul>
<p>Combine different movements with ease and fluency.</p>	<ul style="list-style-type: none"> <li>• Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>• Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.</li> <li>• Encourage precision and accuracy when beginning and ending movements.</li> </ul>
<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<ul style="list-style-type: none"> <li>• Encourage children to draw freely.</li> <li>• Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>• Teach and model correct letter formation.</li> <li>• Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).</li> <li>• Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</li> </ul>
<p>Further develop the skills they need to manage the school day successfully: lining up and queuing Dinner and break time</p>	<ul style="list-style-type: none"> <li>• Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others.</li> <li>• Give children simple verbal and visual reminders.</li> <li>• Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.</li> <li>• Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</li> </ul>

