

The Foundation of Our Learning: Early Physical Education

Before starting the national curriculum in Year 1, pupils learn through the Early Years Statutory Framework. This document is structured differently to the national curriculum, as it is organised across seven areas of learning, instead of discrete subjects. The seven areas of learning are:

- communication and language.
- personal, social and emotional development.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

P.E. knowledge and skills are specifically found in the areas of

- personal, social and emotional development
- physical development
- expressive arts and design.

This foundational learning supports all pupils at Alveley, particularly those from disadvantaged backgrounds, in developing the knowledge and skills to support their P.E. learning as they move to Year 1.

The table below outlines the most relevant statements taken from the EYFS statutory framework and the Development Matters (a document that supports the framework).

Nursery

Personal, Social and Emotional Development	<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.
Physical Development	<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

	<p>like musical statues.</p> <ul style="list-style-type: none"> • 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>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.

Reception

<p>Personal, Social and Emotional Development</p>	<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
<p>Physical Development</p>	<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

- 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.

Early Learning Goals

Understanding
the World

People,
Culture and
Communities
The Natural
World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.