



# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

## PE : LEARNING IN EYFS



PE		
<b>Three &amp; Four Year Olds</b>	<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>

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

	<b>and Emotional Development</b>		<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>
	<b>Physical Development</b>	<b>Gross Motor Skills</b>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	<b>Expresive arts and design</b>	<b>Being Imaginative and Expressive</b>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>