

# What does PE coverage look like in EYFS?



## Physical Education

We physically develop through...

### Personal, Social and Emotional Development

3 / 4 year olds:

- 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.
- Do not always need an adult to remind them of a rule.

Reception:

- Manage their own needs.

#### **ELG: PSED: Managing Self**

- 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.

#### **ELG: PSED: Building Relationships**

- Work and play cooperatively and take turns with others.

### Physical Development

3 / 4 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 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.

### Expressive Arts and Design

3 / 4 year olds:

- Respond to what they have heard, expressing their thoughts and feelings.

Reception:

- 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: EAD: Being Imaginative and Expressive:**

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

#### Reception

- Revise and refine the fundamental movement skills they have already acquired: 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.
- Know and talk about the different factors that support overall health and wellbeing: regular physical activity

#### ELG: PD: Gross Motor Skills

- 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.