



PEMBRIDGE CE PRIMARY SCHOOL

Inspiring learning through faith and values

EXPLORING Physical Education in the EYFS

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

How do we provide a foundation of artistic skills and knowledge in the EYFS?

Developmental Matters (linked to PE)	The Early Learning Goals (linked to PE)	Bridging to KS1 National Curriculum	Specific learning to Pembroke CE Primary School	How might this look like in our Early Years provision?
Three- and Four-Year Olds Physical Development - 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. - 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.	Children at the expected level of development will: Physical Development 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.	Pupils should be taught: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - participate in team games, developing simple tactics for attacking and defending. - perform dances using simple movement patterns.	Physical Development Gross Motor Skills: - specialist PE teacher every week. - opportunities to attend Pembroke Active before school. - after school sports clubs with specialist teachers – gymnastics, forest school, gardening. - weekly PE sessions. - a large outdoor area to run and play in both tarmacked and grassed. - a Forest School area, within the school grounds, containing trees to climb, a tightrope, see-saw, balancing logs. - an active trail to use at playtimes, which includes climbing, balancing, monkey bars for swinging. - an all-weather outdoor area. - an all-weather running track. - visits to the local park and playground.	- playing with hoops, frisbees, skipping ropes, bats and balls. - gymnastic sessions, including using beams, benches and the wall bars. - dance, music and movement sessions. - games of rugby, football, ball skills. - obstacle courses - Jungle Journey physical development scheme. - balancing and climbing at forest school. - playing with large building/ construction in the outdoor area. - co-ordination games including skittles, bat and ball, hoopla, throwing and catching. - participating in sports day. - school sports events run by groups of children or staff. - opportunities to try a variety of sports including athletics, rounders, cricket, football, rugby, dance, gymnastics.

• collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Reception</u> Physical Development • revise and refine the fundamental movement skills they have already acquired: - rolling, walking, running, skipping, crawling – jumping, hopping, 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 and sport. • 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.			• Year 5 and 6 children (play leaders) running sports activities during whole school sessions and lunchtimes.	
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