

Learning in EYFS:

What PE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant early years outcomes from Birth to three to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for PE.

The most relevant Early Years outcomes for PE are taken from the following areas of learning:

- Managing Self
- Gross Motor Skills
- Fine Motor Skills

PE			
Birth to 3 years	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • Begin to show 'effortful control'.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Begin to walk independently s choosing appropriate props to support at first.

			<ul style="list-style-type: none"> Walk, run, jump and climb s and start to use the stairs independently. Spin, roll and independently use ropes and swings.
	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Develop manipulation and control.
3-4 years	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding 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. 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 movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items.
	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Show a preference for a dominant hand.

Reception	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling. Walking, jumping, running, hopping, skipping, 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, sport and swimming. • 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. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.

	Physical Development	Fine Motor Skills	N/A
ELG	Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping dancing, hopping, skipping and climbing.
	Physical Development	Fine Motor Skills	N/A

