



## Physical Development- P.E EYFS

Physical Development	Development Matters	Birth to 5 matters	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<b>Nursery:</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> </ul>	<b>Nursery:</b> <ul style="list-style-type: none"> <li>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise.</li> <li>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>Can balance on one foot or in a squat momentarily, shifting body weight to improve 5 6 stability</li> <li>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</li> </ul>	<a href="#">See PE progression document</a>  <a href="#">See whole school curriculum map</a>  2x Weekly PE session  Swimming in the summer term.  Climbing frame in our outdoor area.  Climbing apparatus in hall.  Access to PE equipment at break and lunch such as hurdles, balls etc.  Biking in PE curriculum  Dough Disco  Go Noodle  Opportunities open to all during continuous provision; <ul style="list-style-type: none"> <li>Bikes and trikes</li> <li>Hoops</li> <li>Balls and beanbags</li> <li>Tyres</li> </ul>	<b>Knowledge:</b> <b>Dance:</b> <ul style="list-style-type: none"> <li>I know how to march in time to music by myself and with a partner.</li> <li>I can make up a simple dance with 3 parts.</li> <li>I know the parts of dance and can remember what to do.</li> <li>I know how to move in different directions with speed and control.</li> </ul> <b>Gymnastics:</b> <ul style="list-style-type: none"> <li>I know how to do a standing straight shape, star shape and tuck with control.</li> <li>I know how to balance..</li> <li>I can hold these shapes for a count of 3.</li> <li>I can travel safely around a space and along benches.</li> <li>I can link simple movements to make a short sequence.</li> <li>I can travel on my feet and hands and feet safely around a space and over benches.</li> <li>I can perform a simple sequence of movements.</li> </ul> <b>Games:</b> <ul style="list-style-type: none"> <li>I know how to move safely in a space, changing direction with control.</li> <li>I can carry and aim equipment safely.</li> <li>I know how to roll an object.</li> <li>I know how to throw a ball.</li> <li>I know how to catch a beanbag or medium sized ball.</li> <li>I can kick a ball with increasing control.</li> </ul> <b>Biking:</b> <ul style="list-style-type: none"> <li>I know how to use a balance bike using strides</li> <li>I know how to use a balance bike to glide</li> <li>I know how to use a pedal bike safely</li> <li>I can stop using breaks on a pedal bike</li> <li>I can safely turn using a pedal bike</li> </ul>
	<b>Reception:</b> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<b>Reception:</b> <ul style="list-style-type: none"> <li>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> </ul>		<b>Vocabulary:</b> <b>Dance:</b> Marching/Timing/Action/Dance/Perform/Turning/Repeat/Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/Stomp/Robotic  <b>Gymnastics:</b> Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/Position/Remember/Whole/Individual

### Physical Development- P.E EYFS

<ul style="list-style-type: none"><li>• 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.</li><li>• Combine different movements with ease and fluency.</li><li>• Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and in groups.</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li></ul>	<ul style="list-style-type: none"><li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li><li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li></ul>	<p><b>Games:</b> Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/Reverse/Turn/Crouch/Crab/Weave</p>
<p><b>ELG:</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others</li><li>• Demonstrate strength, balance and co-ordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>		