



Ashleigh Primary School and Nursery P.E. in EYFS

Phase	Development Area	Target	How We Do It
<p style="text-align: center;">Three and Four-Year-Olds</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Go Noodle - children listen and follow the instructions. • Children learn to move safely with a given space. • Obstacle courses - managing and moving large objects. • Playing games provide opportunities for children to learn and follow rules and apply them independently. • Ashleigh Values • Ashleigh STARS • Three reminders
	<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Continue to development their movement, balancing, riding and ball skills. • Go up steps, and stairs, or climb apparatus using alternate feet. • Skip, hop stand on one leg and hold a pose for a game. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in group activities which they make up for themselves, or in teams. • 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. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items, such as moving long planks safely. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<ul style="list-style-type: none"> • Outdoor learning - using tools and resources, moving objects, climbing, balancing and use steps. • Use bikes, trikes and scooters. • Activate - ball skills and games. • Activate - gymnastics, dance • Activate - body control, navigate space and control actions in different environments. • Children select their own tools and resources to set out their obstacle course, play in the sand and use water. • Obstacle courses - managing and moving large objects - working collaboratively. • Mark making with different mediums to provide opportunities for selecting preferred hand. • Dressing independently - coats, shoes/boots, hats etc.
	<p style="text-align: center;">Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Activate - dance. Children will learn to move in time with the music, following the

			<p>rhythm and use counting to help keep in time.</p> <ul style="list-style-type: none"> Children have access to mark making resources to express themselves.
<p style="text-align: center;">Reception</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> - personal hygiene. Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity. 	<ul style="list-style-type: none"> Children can manage to toilet and dress independently. Children take part in daily physical activity: play time, outdoor area, PE lessons, Go Noodle, Activate, bikes. Healthy eating and exercise unit of learning. Ashleigh Values
	<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> PE curriculum - Get Set for PE. Reception and Year 1 have clear connections using this scheme: key skills, vocabulary and use of resources. Children have access to apparatus that encourages movement and balance in the outdoor area. Children have access to the balance bikes, trikes and scooters. Children have access to steps in the outside area, the balance toys at lunchtime and PE lesson resources. Children have opportunity to dance: head, shoulders, knees and toes; Happy and you know it; musical statues etc Children develop rolling, running, crawling, hopping, walking, skipping, jumping and climbing during PE lessons, lunchtime play and in the outdoor learning environment. Children have access to large chalkboards and chinks, painting. Children carry and move apparatus such as planks and crates to create a physical game or area. During lunchtime play, children have access to resources to create games, races and obstacle courses. They work independently, in pairs or small groups. Children create complex courses using planks crates and boards of varying widths and lengths and match their skills to the apparatus: for example, walking side-on when a thin plank is used. Ashleigh Values: Expectations are clear for children - sit nicely- to encourage good posture and core strength. Children work together to create their spaces; some resources are too big for them to move on their own. They work together to create and tidy away large apparatus.

			<ul style="list-style-type: none"> The sand pit areas have a variety of resources on offer. Children can select the right size tool for the type of activity they are doing: spades, trowels, rakes, scoops. This is the same for the water area: buckets, watering cans, containers of varying sizes. Children have access to a variety of mark making resources and have opportunities to select their preferred hand. Children are encouraged to put their own coats, hats, scarfs and gloves on. They have wellington boots to change to and from independently. They change their clothes if they become wet or dirty. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> 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. Explore and engage in music making and dance, performing solo and in groups. 	<ul style="list-style-type: none"> Outdoor learning area - obstacle courses, sand pit, play kitchen, water play and musical instruments enable children to refine and build on prior learning. Children have weekly Charanga music lessons where they take part in finding the pulse activities, singing, dancing and playing instruments in time to the music. They also have the opportunity to listen to a variety of music to express their thoughts, feelings and movements. Role play, small world areas and mark making encourages children to express themselves. 	
ELG	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 coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Outdoor learning area, lunchtime play with apparatus, PE lessons and the classroom environment. Obstacle courses, circus equipment for lunch play, PE lessons, outdoor learning area.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. 	<ul style="list-style-type: none"> PE lessons - dance Charanga music programme Musical instruments available for use Mark making resources - using a variety of mediums.

	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 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. 	<ul style="list-style-type: none"> • Ashleigh Values • Ashleigh STARS • Three reminders • Provide new experiences and resources. • Children are encouraged to dress independently - boots/shoes, coats etc • Children develop good toilet habits especially when taking part in outdoor physical activities.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Ashleigh Values • Ashleigh STARS • Three reminders • Moving large objects • Playing with and alongside others • Playing games - turn taking and rules.