



THE
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FEDERATION

EYFS Curriculum Year A and Year B 2022-2025

EYFS PHYSICAL EDUCATION LINKS



- This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for PE. The most relevant statements for PE are taken from the following area of learning:
- Personal, Social and Emotional Development • Physical Development • Expressive Arts and Design

Two and Three year olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
	Physical Development	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle
	Expressive Arts and Design	<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Move and dance to music
Three and Four Year olds	Personal, Social and Emotional Development	<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. • Increasingly follow rules, understanding why they are important. <p>Remember rules without needing an adult to remind them.</p>
	Physical Development	<ul style="list-style-type: none"> • 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.



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		<ul style="list-style-type: none">• 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 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.• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none">• Manage their own needs. -personal hygiene• Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development	<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.



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			<ul style="list-style-type: none"> • 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.
	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. • 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	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.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
	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.
	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 music.



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PE Bridging EYFS to Year 1

Organisation of Knowledge	Fundamentals	Ball Skills	Games	Gymnastics	Dance
Relevant ELG	<p>ELG: Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing</p> <p>ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>ELG: Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG: Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>ELG: Building relationships Work and play cooperatively and take turns with others</p>			<p>ELG: Gross motor skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>ELG: Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>ELG: Building relationships Work and play cooperatively and take turns with others</p>	
KS1 readiness objectives	<ul style="list-style-type: none"> To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. <ul style="list-style-type: none"> To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <ul style="list-style-type: none"> To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.



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EYFS PE LINKS						
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	<p>Moving in different ways Ball skills – dribbling Games: Best of Balls (Twinkl)</p> <p>Assorted game play</p>	<p>Gymnastics and Ball skills Jumping and rolling (floor work and apparatus)</p> <p>Moving in different ways, holding shapes and using apparatus safely</p>	<p>Dinosaurs Dance (Twinkl) and Game Development</p>	<p>Yoga and Game Development</p> <p>Moving and controlling body movements, holding shapes – developing stillness.</p>	<p>Jumping jacks and Rock n roll (Twinkl)</p>	<p>Games/Athletics Sports days skills, turn taking, aiming at a target, running, skipping.</p>
Pupils will have the opportunity to:						
Year A Details	-play games to develop ability to move in different ways	-participate in Gymnastics sessions to develop core strength and ability to	-create and develop a dinosaurs dance as individuals and a team to	-learn and practice a range of Yoga shapes – learning how to control	-revise and refine the fundamental movement skills they have already	Games/Athletics Sports days skills, turn taking, aiming at a target, running,





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	<ul style="list-style-type: none"> -play games to develop ball skills inc. dribbling, ball handling and control and throwing and catching skills. -Access best of Balls lesson programme (Twinkl) (if required) -play assorted games to develop movement, instruction following and ability to change direction. - develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - develop the ability to control a ball in a range of ways. -develop the ability to throw accurately at a target. -to develop the ability catch and bounce a ball. -To develop the ability to kick a ball 	<ul style="list-style-type: none"> make and hold shapes. -participate in Gymnastic sessions to practice jumping and rolling (floor work and apparatus) techniques -learn how to move in different ways, hold shapes and use apparatus safely 	<ul style="list-style-type: none"> music. -to practice a range of team and individual games refining the skills taught in Autumn term. -listen attentively, move to and talk about music, expressing their feelings and responses. -explore and engage in music making and dance, performing solo or in groups. -watch and talk about dance and performance art, expressing their feelings and responses. To develop the ability to create movements to music. -practise movements and join them together to create a motif. -to work as a team to create a short dance. -remember and perform a short dance. 	<ul style="list-style-type: none"> their breathing and body movements to develop core and other strength. -to learn mindfulness techniques and how to developing stillness. -practice more games to develop gross motor skills 	<ul style="list-style-type: none"> acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -combine different movements with ease and fluency. -develop the ability to jump in a range of ways from one space to another. - control body when jumping and balancing. - create a sequence using a jump and a balance. -develop the ability to roll in a range of ways. -control my body when rolling in a range of ways. - perform a sequence with confidence and control. 	<ul style="list-style-type: none"> skipping. -take part in a variety of 'races' practising a variety of skills including Balance, running, walking, bat control, skipping, jumping, hopping, moving around objects etc -to take part in a 'relay' and work as part of a team. 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. -develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
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						<ul style="list-style-type: none"> -combine different movements with ease and fluency. develop the ability to throw an object. - develop the ability to move at speed. -adapt the body when moving at speed. - learn how to jump safely. -develop the ability to jump in different ways.
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B Overview	<p>Moving in different ways</p> <p>Ball skills – dribbling</p> <p>Assorted game play and Superhero PE</p>	<p>Gymnastics and Ball skills</p> <p>Jumping and rolling (floor work and apparatus)</p> <p>Moving in different ways, holding shapes and using apparatus safely</p>	<p>Dance till you Drop (twinkl)</p>	<p>Yoga and Game Development</p>	<p>Gym in the Jungle (Twinkl)</p>	<p>The Olympics (Twinkl)</p> <p>Outdoor Athletics</p>
Pupils will the opportunity to:						
Year B details	<ul style="list-style-type: none"> -play games to develop ability to move in different ways -play games to develop ball skills inc. dribbling, ball handling and control 	<p>Gymnastics and Ball skills</p> <p>Jumping and rolling (floor work and apparatus)</p> <p>Moving in different ways,</p>	<p>Game Development</p> <p>-explore and engage in music making and dance, performing solo</p>	<ul style="list-style-type: none"> -learn and practice a range of Yoga shapes – learning how to control their breathing and body movements to develop core and other strength. 	<ul style="list-style-type: none"> -revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, 	<ul style="list-style-type: none"> -revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,



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	<p>and throwing and catching skills.</p> <ul style="list-style-type: none"> -play assorted games to develop movement, instruction following and ability to change direction. - develop confidence, competence, precision and accuracy when -explore superhero obstacle courses, to include walking along benches, jumping through hoops, running between cones, climbing over blocks, crawling through tunnels and throwing balls or beanbags into buckets. -play a superhero movement game. Following action instructions such as super speed (run around), super 	<p>holding shapes and using apparatus safely</p> <p>participate in Gymnastics sessions to develop core strength and ability to make and hold shapes.</p> <ul style="list-style-type: none"> -participate in Gymnastic sessions to practice jumping and rolling (floor work and apparatus) techniques -learn how to move in different ways, hold shapes and use apparatus safely 	<p>or in groups.</p> <ul style="list-style-type: none"> -listen attentively, move to and talk about music, expressing their feelings and responses. -progress towards a more fluent style of moving, with developing control and grace. - develop the ability to adapt a known dance. -develop the ability to share ideas about how to adapt a dance. - develop the ability to change movements and adapt a simple dance. - share opinions and give ideas about how to adapt and alter a simple dance 	<ul style="list-style-type: none"> -to learn mindfulness techniques and how to developing stillness. -practice more games to develop gross motor skills 	<p>jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> -confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -combine different movements with ease and fluency. -develop the ability to move in a range of ways. -increase the ability to move around and onto equipment. - increase the ability to move under and onto equipment. - increase the ability to move over and onto equipment. - increase the ability to move through and onto equipment. 	<p>hopping, skipping, climbing.</p> <ul style="list-style-type: none"> -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. -develop the overall body strength, coordination, 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. -develop overall body-strength, balance, coordination and agility. -negotiate space and obstacles safely, with
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	<p>jump (do a big jump), super freeze (stand still), or super flying (run around with arms outstretched).</p> <p>-play games such a throwing a beanbag onto target and then complete that movement e.g. jumping to become fit superheroes</p>				<p>-combine movements together while negotiating different equipment</p>	<p>consideration for themselves and others.</p> <p>-develop the ability to throw an object.</p> <p>- develop the ability to move at speed.</p> <p>-adapt the body when moving at speed.</p> <p>- learn how to jump safely.</p> <p>-develop the ability to jump in different ways.</p>
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