

## Progression Guidance for Physical Education from Early Years

### Overview

Physical Education in the EYFS Framework falls predominantly under the Physical Development area of learning. In addition, 'dance' is referred to in Expressive Arts and Design area of learning. Aspects within Personal, Social and Emotional Development and Communication and Language are also linked as part of children being able to evaluate and improve their work. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

Physical Education		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
Health and Fitness	<p><b>Physical Development</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and</p>	<ul style="list-style-type: none"> <li>Move in a range of ways including crawling, swinging, spinning, wading, rolling, running, walking, jumping, side-stepping, slithering, climbing, skipping, galloping, dancing, creeping, hopping</li> <li>Develop balance skills including moving on front, cycling, scooting, climbing, moving along a narrow surface, moving on hands and feet, moving on side, moving on back, balancing on one foot, sliding, swinging, using balance bikes</li> <li>Develop object control skills including 'driving' a wheeled vehicle, kicking, striking, flinging, dribbling,</li> </ul>
Acquiring and Developing Skills		
Dance		
Games		

Gymnastics	<p>agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>grasping, bouncing, gripping, heading, catching, throwing</p> <ul style="list-style-type: none"> <li>• Replicate familiar choreographed dances eg imitates dance and movements associated with pop songs.</li> <li>• Choreograph own dances to familiar music, individually, and in pairs/small groups</li> <li>•</li> </ul>
Evaluating and Improving		

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul>	<p>Gross Motor Skills</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 coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to <b>move in time with music.</b></li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and <b>understanding the importance of healthy food choices</b></li> </ul> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul> <p><i>*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>

Step by Step Guidance to Support Planning for Physical Education Progression	
1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.

2.		Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing Physical Education in KS1.
3.		Map out where Physical Education will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to Physical Education.
4.	Look at the progression of your subject across school.	<p>Consider:</p> <ul style="list-style-type: none"> <li>• What children cover in Early Years</li> <li>• When Physical Education topics or skills are revisited later on in school</li> <li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li> <li>• What specific skills and knowledge children are learning in Early Years related to Physical Education</li> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul>
5.	Map out the skills and knowledge children will achieve throughout their time in Early Years	<ul style="list-style-type: none"> <li>• What skills, knowledge and understanding will children have in Physical Education by the end: <ul style="list-style-type: none"> <li>○ Autumn term, Spring term and Summer term of Nursery?</li> <li>○ Autumn term, Spring term and Summer term of Reception?</li> </ul> </li> <li>• Is this learning progressively sequenced?</li> <li>• Does this provide the opportunity to integrate new knowledge into larger concepts?</li> <li>• Are links made between new and previous learning?</li> </ul>
6.		Map out the vocabulary associated with Physical Education children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> <li>• The opportunities children have to apply Physical Education knowledge and skills and embed understanding through child-initiated learning</li> <li>• The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play</li> <li>• How adults support children to learn and understand specific vocabulary related to Physical Education</li> </ul>
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> <li>• Are children able to demonstrate the skills (identified in step 1 and 2)?</li> <li>• Can children use and apply the taught vocabulary?</li> <li>• Are children confident with basic concepts related to Physical Education by the end of Reception?</li> <li>• Do children enter Year 1 ready for the Physical Education National Curriculum Programme of Study?</li> </ul>

