P.E. through the Early Years at St Mary's

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Physical development is a prime area in the early years and underpins all other areas of development at this stage. By providing opportunities for active play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control precision helps with hand-eye co-ordination which is later linked to early literacy.

In Nursery and Reception we teach P.E. through the prime EYFS area of Physical Development.

Nursery

By the end of their time in Nursery, children will have had many opportunities to explore St Mary's big ideas of **Collaboration, Challenge and Performance** through daily physical outdoor learning and a weekly P.E. session. In P.E. the hall is set up with a wide range of small and large equipment and after a whole group warm up the children are able to freely access the equipment and use it in their own way.

Collaboration

Nursery children begin to learn how to collaborate with others through child initiated play where they are supported in taking turns and playing fairly. They are introduced to ball games such as throwing and catching where they are supported in taking turns. They join in with games of football with the reception children and begin to learn some rules. They begin to use bats and balls with a partner and learn to collaborate in a wide variety of games during P.E. with adult support.

Challenge

Nursery children learn to challenge themselves by watching reception children climbing, balancing, jumping and playing ball games.

Performance

Nursery children have daily opportunities to participate in physical activity and become confident in a range of skills. By watching older children, they are motivated to improve their skills.

By the end of their time in nursery children will have had opportunities to:

- Continue to develop their movement, balancing skills, ball skills and to practise riding trikes and bikes
- 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
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be 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. For example, they decide whether to crawl, walk or run across a plank, depending on it's 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.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting on and doing up zips.

Reception

In Reception we build on the children's experiences of **Collaboration, Challenge and Performance** through provision of a wide range of small and large equipment, through teaching skills and rules and by lunch time clubs. Reception children continue to have daily access to physical outdoor play and have a weekly P.E. lesson.

Collaboration

Reception children are introduced to a wider range of equipment and skills. They are taught simple rules of different games such as football. They make up their own games with rules using a variety of equipment.

Challenge

Reception children learn to **challeng**e themselves by watching physically more able and confident children climbing, balancing, jumping and playing ball games and through adult intervention. In P.E. the hall is set up with a wide range of small and large equipment. At the beginning of the session children are **challenged** to warm up and raise their heart rates. Skills are then modelled so that the children know how to use the equipment before being free to explore the equipment and **challenge** themselves in their own way.

Performance

Reception children have daily opportunities to participate in physical activity and become confident in a wider range of skills. By watching more able and confident children and with adult encouragement they are motivated to improve their skills.

- **By the end of their time in Reception children will have had opportunities to:**
- 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
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- 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 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.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  lining up and queuing and mealtimes

By the end of the Reception year, most children will be able to:

- 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.
- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.