**EYFS and PE at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of PE and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for PE are taken from the following areas of learning:**

* **Physical Development**
* **Expressive Arts and Design**

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| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| 30-50 Months | Physical Development | Moving  and Handling | * To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * To mount stairs, steps or climbing equipment using alternate feet. * To walk downstairs, two feet to each step, while carrying a small object. * To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. * To stand momentarily on one foot when shown. * To catch a large ball. * To draw lines and circles using gross motor movements. |
| Health  and Self-Care | * To observe the effects of activity on their bodies. * To understand that equipment and tools have to be used safely. |
| Expressive Arts and Design | Exploring and Using Media and Materials | * To enjoy joining in with dancing and ring games. * To begin to move rhythmically. * To imitate movement in response to music. * To tap out simple repeated rhythms. |
| Being Imaginative | * To develop preferences for forms of expression. * To use movement to express feelings. * To create movement in response to music. * To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| 40-60 Months | Physical Development | Moving  and Handling | * To experiment with different ways of moving. * To jump off an object and land appropriately. * To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles * To travel with confidence and skill around, under, over and   through balancing and climbing equipment.   * To show increasing control over an object in pushing, patting, throwing, catching or kicking it. |
| Health  and Self-Care | * To show understanding of the need for safety when tackling new challenges and consider and manage some risks. * To show understanding of how to transport and store equipment safely. * To practice some appropriate safety measures without direct supervision. |
| Expressive Arts and Design | Being Imaginative | * To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| ELG | Physical Development | Moving  and Handling | * To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |
| Health  and Self-Care | * To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |
| Expressive Arts and Design | Being Imaginative | * To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into the skills of PE, for example, the area of Personal, Social and Emotional Development plays a significant role in children being able to have the confidence to work as part of a group or in a pair.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to PE.