

# Physical Development in EYFS

at Chad Vale  
Primary School



At Chad vale we begin to introduce the message of healthy, active life styles at the EYFS. Pupils are taught that being active for up to 60 mins each day is not only good for them, but it is also fun! Physical Development in the Early Years promotes children's gross and fine motor skills and encourages healthy growth and development. It aims to foster a positive attitude towards physical activity helps develop a healthier body composition, stronger bones and muscles. It also improves the child's cardiovascular fitness. Physically active children often develop a better range of motor skills, whilst regular physical can aid a child's concentration and thinking skills. Children also develop key social skills and learn to work as a team with a key goal in mind.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>

Three and Four-Year-Olds Continued	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>-personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> <li>-regular physical activity</li> </ul> </li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>-rolling      -running</li> <li>-crawling    -hopping</li> <li>-walking     -skipping</li> <li>-jumping    -climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>

ELG Continued	Physical Development	Gross Motor Skills	<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>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

**Appreciation of a healthy life style and the positive impact that can have**

**Discuss healthy food choices and explain reasons why**

**Importance of being active every day**

**Develop team work and communication skills**

**How do we provide a foundation of physical development skills and knowledge in our Early Years?**

**Following basic instructions and game rules**

**Understand the effects of exercise on the body**

**Understanding left and right**

**Using a range of equipment safely**

**Demonstrate a range of different ways of moving e.g. hopping, running etc**

**Weekly PE lessons  
with Mr. Bowen**

**Daily fine  
motor  
interventions**

**Daily healthy  
snack provided  
by school**

**Daily travel  
tracker**

**Sports Day**

**What might these  
experiences look like?**

**Range of tools in CP  
for children to  
explore e.g. scissors,  
hole punches,  
paintbrushes etc**

**Daily access to  
outdoor area**

**Large gross motor  
equipment outside-  
climbing, bikes,  
large blocks**

**After school  
sports clubs**

**Daily Mile/  
golden time**