



EYFS Curriculum Pathway – Physical Education

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for PE are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design
- Literacy - Writing

Our approach to the PE Curriculum in Early Years Foundation Stage

Physical development is a high priority at Ryton Federation and we encourage children to be as active as possible. We believe that children learn best when they are active which is why Physical Development is in almost everything we do, it is cross curricular. Our environment is set up to provide high quality physical development both inside and outside and we are keenly aware of the Physical opportunities provided by our Forest and Hill areas.

The Department of Health say to aim for at least three hours of physical activity across the day for children in the early years. We make the most of everyday opportunities but we also plan to teach the children new physical skills. We encourage children to be independent and resilient in everyday situations, we encourage them to persevere when things are physically difficult. We encourage children to take safe physical risks and assess their own physical risks. Children's confidence and self-esteem increases as their physical development increases.

Active children are healthy, happy, school ready and sleep better and we know that being physically active boosts children's mental wellbeing.

Physical Education

	A Unique Child	What this looks like at Ryton Federation
Gross Motor	To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	<p>In Reception primarily follow Primary Steps to PE in Reception which includes Body Management, Movement and Object Manipulation Sections. We dip into other schemes as and when required to support the cohort and tailor it to their needs. We have access to Twinkl, Val Sabin and LCP.</p> <p>We use a STEP approach to differentiation in Reception in PE where we change the Space, Time, Equipment, People in order to provide further challenge or to modify an activity.</p>

	<p>2 year old children engage in lots of floor play to develop their core strength and the physical environment of the Nursery has been carefully considered to ensure that it provides for the physical needs of the age range 2-4 years and the children who are currently accessing the provision.</p> <p>Within the classroom we build in opportunities for Sensory Breaks where we follow a routine which starts with an energetic activity, an activity which involves some self-regulation/organising and then something calming. We try to incorporate activities which involve crossing the mid-line as we know this is good to develop core stability, trunk rotation, hand dominance, planning and sequencing and body awareness.</p> <p>We take part in many Gateshead SSP initiatives and activities to keep children active and raise the profile of physical activity amongst the school community. We take part in walk/ride to school weeks and work with bike ability and road safety officers.</p> <p>As children have access to free flow play outdoors their play can be bigger, heavier and messier – encouraging the children to be more active.</p> <p>We make use of the Forest area where children can climb, build, carry, run, roll. The Forest and Hill Area has hills which we use to develop children's stamina and strength as most of our free flow outdoor areas are quite flat.</p> <p>We assess the children during every lesson and plan and teach in the moment as well as using assessments to inform the next sessions. We use half termly assessments to inform the following half term plans.</p> <p>Children are able to use the outdoor climbing apparatus on a timetable with KS1 and are taught how to use it safely.</p> <p>As part of Nursery Transition to Reception they use the hall for large movement in the Summer Term.</p> <p>Children enjoy using the lycra, scrunchie and parachute games which all develop their muscles in their fingers, wrists and arms.</p>
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		We encourage children to reflect on all of their movements in Dance, Gymnastics and Games which links with our Plan-Do-Review approach.
Dance	<p>To draw lines and circles using gross motor movements.</p> <p>To enjoy joining in with dancing and ring games.</p> <p>To begin to moverhythmically.</p> <p>To imitate movement in response to music.</p> <p>To tap out simple repeated rhythms.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings.</p> <p>To create movement in response to music.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>We do lots of dancing and moving in class to Sticky Kids, Go Noodle, Walking through the Jungle, Animal Bop and other songs, action rhymes and stories.</p> <p>We use scarfs and ribbon sticks to encourage children's range of movement.</p> <p>We learn routines and record/perform these for other peers/parents.</p> <p>We listen to different types and styles of music and respond to them using our whole bodies.</p> <p>We use movements to tell stories/bring stories to live and to illustrate key knowledge such as growth, life cycles, animals E.g. The Carvinal of the Animals.</p>
Games	<p>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To catch a largeball.</p> <p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>We teach throwing, catching, dribbling – object manipulation. We use the Primary Steps Locomotion Checklist to ensure that we provide coverage of the basic skills as well as using it to help assess and plan for children's developing physical skills - can children move in different ways, speeds and directions.</p> <p>We teach children about spatial awareness and encourage them to become aware of their bodies in relation to peers/objects.</p> <p>We are aware of the need to change the space, task, equipment and people to challenge or modify when teaching skills e.g. throwing and catching with a scarf is easier than catching a small ball. We understand the progressions for the skills we are teaching.</p>
Gymnastics	<p>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling,</p>	<p>The Body Management section of Primary Steps covers balance – balancing along a line, with bean bags on different parts of the body etc.</p>

	<p>walking, running, jumping, skipping, sliding and hopping.</p> <p>To mount stairs, steps or climbing equipment using alternate feet.</p> <p>To walk downstairs, two feet to each step, while carrying a small object.</p> <p>To stand momentarily on one foot when shown.</p> <p>To experiment with different ways of moving.</p> <p>To jump off an object and land appropriately.</p>	<p>We use Cosmic Kids and other yoga resources to support sensory breaks within the classroom.</p> <p>We use indoor apparatus in gymnastics lessons and we start basic sequencing routines.</p> <p>Lots of movement is inspired by stories or is linked to current themes and interests such as animals and plants, etc.</p>
Athletics	Development Matters From Games (E.g. running and throwing) and Gymnastics (jumping and landing).	We take part in a 'Sports Day' and we learn about different sports and play them when we learn about the Olympics and Paralympics.
Fine Motor	<p>: They handle equipment and tools effectively, including pencils for writing.</p> <p>: To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>In the Early Years we have fun making marks on a range of surfaces and with different media. We follow the basic principles of Write Dance – making marks to represent what we hear – Incy Wincy, Wheels on the Bus, Grand Old Duke of York, fireworks music.</p> <p>Many of the areas of provision encourage children to practice and refine fine motor skills. This might be an explicit challenge in the classroom or simple through the equipment on offer in construction area, playdough, craft, music and water and in all of these areas you will see a differentiation in equipment E.g. – Lego in Reception / Duplo in Nursery. Wide mouth jugs in Nursery water area and more narrow vessels in Reception in order to challenge older children's fine motor skills to be more precise.</p> <p>We are in the early stages of introducing Woodwork into our provision and this afford many opportunities for children to practise gross and fine motor skills. Skills such as hand eye coordination, core/posture, pincer grip, using two hands, rotation, coordination, crossing the mid-line are being practised and refined during children's engagement in woodwork. Their upper arm, joints, lower arms, wrists and the agility and dexterity required in woodwork supports children's physical development/writing.</p>
Healthy Me	<p>To observe the effects of activity on their bodies.</p> <p>To understand that equipment and tools have to be used safely.</p> <p>To show understanding of the need for safety when tackling new challenges and</p>	<p>We teach explicitly about healthy lifestyles and how to stay physically and mentally well. Chosen Reception children can take part in the Change4Life club after school.</p>

	<p>consider and manage some risks.</p> <p>To show understanding of how to transport and store equipment safely.</p> <p>To practice some appropriate safety measures without direct supervision.</p>	<p>We observe our bodies using Breathing Buddy Techniques, practise some basic mindfulness techniques, E.g. at snack time.</p> <p>We learn about food, where food comes from, we buy and taste food, we take part in baking, cooking, growing food.</p> <p>Children are encouraged to take positive physical risk.</p> <p>Children are encouraged to put on own coats, change into wellies and dress themselves for the weather with support. Systems in place encourage children's independence.</p>
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