



EYFS Physical Education @ Tranmere Park Primary School



This draws upon guidance from Development Matters (2021) – specifically the 'Physical Development' area of learning.

How we achieve high quality 'Physical Education' outcomes for our EYFS children:

Teacher led inputs

- These include teacher led activities or learning about a subject over time in either whole class sessions, small group sessions or individual sessions.
- Whole class/group/individual sessions include using equipment, materials, videos, songs and/or PowerPoints/IWB slides. These might help with modelling correct language.
- Children will learn facts, and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher.
- A fun activity is to have pictures or small world items and play odd one out or make a link – these can also be open ended and not have a right or wrong answer in some instances – in order to promote discussion and use key / newly learnt vocabulary.

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers. Provision is regularly enhanced with new items so that children continue to be engaged.

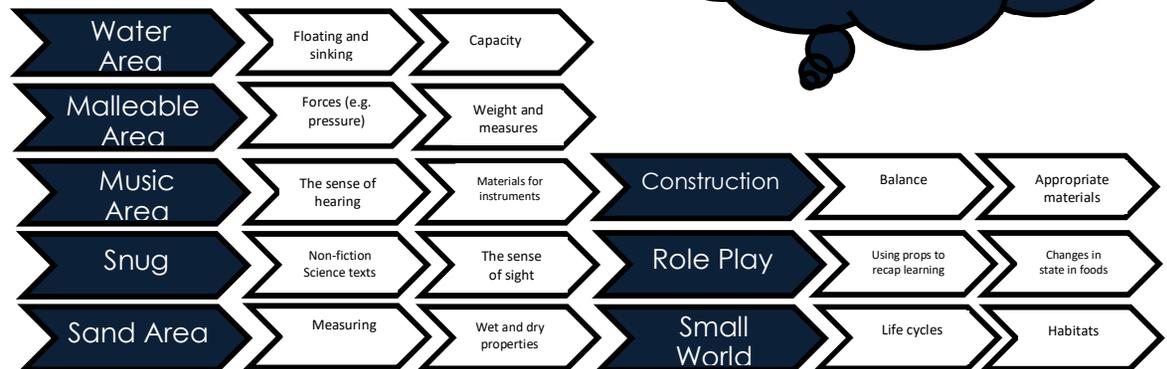
Evidence of the children using enhanced provision in their own way can be found in the children's Learning Journey books.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. spotting a rainbow, having a ladybird land on them, when it snows etc.

All of the above are developed through children's talk and adult's interactions with them.

Continuous provision (indoor and outdoor) examples



Powerful Knowledge

3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - 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. - Start taking part in some group activities which they make up for themselves, or in teams. - 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. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Show a preference for dominant hand. 	<ul style="list-style-type: none"> - 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 outdoors, 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. 	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

These following can be seen as complementing future Science learning:

- Realise that their actions have an effect on the world, so they want to keep on repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.