

## PE within Personal, Social and Emotional Development and Physical Development in EYFS at St Dennis Primary Academy



**Scope and Approach** – In the Foundation Stage, PE skills and knowledge are developed within the Personal, Social and Emotional Development and Physical Development areas of learning and development. This is planned through the Real PE EYFS platform which provides exciting lessons which engage children in fundamental movements and the skills needed to develop into sports in Key Stage 1 and 2. Early Years follows the Statutory Framework and uses Development Matters as the spine throughout the curriculum. The main aim is to begin to:

- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate balance and coordination when playing.
- Move energetically, such as run, jump, hop and skip.
- Listen attentively and respond to what they hear.
- Show an ability to follow instructions involving several ideas or actions. Show independence, resilience, and perseverance in the face of challenge.
- Work and play cooperatively with others.
- Show sensitivity to their own and others' needs.
- Master basic movements and apply these in a range of activities.
- Engage in cooperative physical activities.
- Perform dances using simple movement patterns.
- Show an understanding of their feelings.

**Vocabulary** – Technical vocabulary (including Tier 2 and Tier 3 words) is mapped to ensure children are able to name specific movements and pieces of equipment and parts of their own bodies in preparation for their learning in Key Stage 1. Words include: **task, safely, gallop, side step, hop, skip, control, directions, sidestep, back.**

**Assessment** – Assessment is formative and on-going and achievements are detailed on planning which is used by all adults. This is responded to through tailored group work and 1:1 support where needed through all provision. We use a Pupil Progress document to record children who are on track or of concern and what actions are in place to address this.

Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

**Opportunities and activities in Reception**

- Safely using different types and heights of apparatus in Gymnastics
- Learning fundamental movement skills through songs and stories such as Bike and Pirate Adventure.
- Children develop their gross motor skills through a range of coordination activities including footwork challenges, bike adventures, pirate adventures and movement games that help build balance, agility and body control.
- Children are provided with opportunities to negotiate space and obstacles safely through indoor and outdoor obstacle courses, apparatus work and adventurous play activities.
- Children practise balancing, jumping, landing, hopping, skipping and climbing through structured PE sessions and continuous provision opportunities, supporting the Physical Development Early Learning Goal.
- Children explore a wide range of fundamental movement skills through activities including one-leg balances, seated balances, dynamic balance challenges and agility games.
- Children engage in gymnastics activities using floorwork, low apparatus and large apparatus to develop strength, coordination, body awareness and confidence in movement.
- Children participate in movement and travel activities where they move over, under, around and through apparatus, developing spatial awareness and control of their bodies.
- Children work collaboratively with partners and small groups during physical activities, learning to take turns, share equipment and support one another, promoting the Building Relationships aspect of PSED.
- Children listen carefully and respond to increasingly complex instructions during games and physical challenges, strengthening their listening, attention and understanding skills.
- Children are encouraged to demonstrate independence, resilience and perseverance when attempting new physical challenges and developing new movement skills.
- Children participate in dance sessions where they explore shapes, circles, rhythm and movement, responding creatively to music and expressing ideas through movement.