



PE in Early Years

	Area	Statement	Provision at Forestdale
Three and Four- Year-Olds	Personal, Social and Emotional Development	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. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	We support children indoors and outdoors to select resources to help them achieve a goal. Children will learn the rules of the outdoor area and when visiting the gym. We encourage children to consistently show good behaviour when in these areas.
	Physical Development	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, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	We have a large range of resources in our EY garden to support gross motor movements such as scooters, bikes, balancing beams, basket and footballs. Children explore large muscle movements using our resources outside, children can use the stage to put on a performance using ribbons, pompoms or hula hoops. Children have room to develop movement skills – running, jumping, rolling, skipping in the outdoor area. Children have the opportunity to use large bricks to develop gross motor muscles. They are able to develop their own plan, independently or collaboratively with peers. Adults will sometimes model new techniques. Resources in EY are constantly evaluated by adults and we ensure that we are using them correctly and to a good standard to support play.
	Expressive Art and Design	Respond to what they have heard, expressing their thoughts and feelings.	Children are encouraged to move their bodies to express how they feel. We offer music and dance regularly and we also support children in making their own music to dance to.

Reception	Personal, Social and Emotional Development	Manage their own needs.	Children are encouraged to acknowledge what they might need for a particular task and then resource it independently.
	Physical Development	Revise and refine the fundamental movement skills they have already acquired: • rolling • running • crawling • hopping • walking • skipping • jumping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: - regular physical activity.	Children are given 2 formal PE lessons per week to teach skills. We assess and plan to support children in developing basic gross motor skills, boundaries and games. We explore things such as: gymnastics, dance, ball skills, team games and storytelling through movement. Children have sufficient room outside to roll, run, crawl, hop etc. Children are encouraged to explore movement in different ways, we also encourage children to explore this safely. Children have access to large blocks and tyres to support their muscle development. We teach children about their health and well-being. Through PE lessons, we teach them about heartbeats and why it is quicker when we exercise, we teach about breathing and why we breathe quicker when we are exercising. We discuss the importance of regular exercise and the effects it can have on our bodies.
	Expressive Art and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Through PE lessons, we explore a term of dance where children learn basic skills such as keeping up with a simple beat or a sequence of movements. We encourage children to then use these skills in their child initiated play – for example, dancing on the outdoor stage, or using the instruments to create a rhythm to dance to. We encourage children to work independently and collaboratively.

Early Learning Goal	Personal, Social and Emotional Development	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others.	We encourage children to keep trying to succeed in a skill they are trying to learn. We explore and learn the boundaries and rules of doing PE – children become confident in adhering to the rules independently ready for Year 1.
	Physical Development	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. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Children will start to become independent in moving lots of different ways, we will continue to support and offer provision for these skills to grow. We will hone in on technique and style in movement, gymnastics and dance.