

Curriculum

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into the National Curriculum subjects.

The Educational Programme within the Statutory Framework for the Early Years 2021 states

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

At Botley School we use Development Matters (non-statutory guidance) to support our curriculum. This is an outline of the learning within Development Matters that link to PE.

Three and Four-Year-Olds (Nursery)	Personal, Social and Emotional Development	<ul style="list-style-type: none"> 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. Remember rules without needing an adult to remind them.
	Physical Development	<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, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. 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. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity
	Physical Development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling running crawling

			<ul style="list-style-type: none"> - hopping - walking - skipping - jumping - climbing <ul style="list-style-type: none"> • 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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • 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.
Early Learning Goal	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • 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.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Coverage within Early Years

This is an outline of the topics that will be taught across the Early Years with reference to the specific links to PE and physical development opportunities.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Superheroes	Celebrations	My world	Once upon a Nursery Rhyme	Animal Boogie	A wonderful world
Opportunities for Physical Development as part of teaching	Nursery	Gross motor opportunities <ul style="list-style-type: none"> • I can ... (body movements) • Body songs / action songs (head shoulders knees and toes, 1 little finger, 1 finger and 1 thumb, animal boogie) • Effects of exercise on 	Gross motor opportunities <ul style="list-style-type: none"> • Firework movement / dancing (to music/firework sounds) • Dancing / movement to Christmas music / different cultured music Fine motor	Gross motor opportunities <ul style="list-style-type: none"> • Sharing favourite pieces of music and dancing to them • Chinese New Year dancing with lion head • Sticky kids-moon song 	Gross motor opportunities <ul style="list-style-type: none"> • Use movement to join in with rhymes Fine motor opportunities <ul style="list-style-type: none"> • Making own spiders, threading spiders using pipe cleaners, using clay to make humpty dumpty, 	Gross motor opportunities <ul style="list-style-type: none"> • Animal movements – animal boogie, walking through the jungle • Ring games and dancing 	Fine motor opportunities <ul style="list-style-type: none"> • Fine motor – salt dough rolling • Making spider webs using pipe cleaners, hole punches, threads etc.

		our bodies (feeling hot, tired, thirsty) Fine motor opportunities <ul style="list-style-type: none">• Dough disco• Chopping fruit / peeling	opportunities <ul style="list-style-type: none">• Scissor skills	Fine motor opportunities <ul style="list-style-type: none">• Dough disco• Making sandwiches	fishing games		
Reception	Gross motor opportunities <ul style="list-style-type: none">• What can my body do? Exploring different movements etc.• Body songs / action songs• Effects of exercise on our bodies (outside-hot, tired, thirsty, sweaty as well as inside-heart beating faster etc.) Fine motor opportunities <ul style="list-style-type: none">• Chopping fruit / Peeling	Gross motor opportunities <ul style="list-style-type: none">• Firework movement / dancing (to music/firework sounds)• Making large owl's nest using natural materials• Weaving on a large scale• Dancing / movement to Christmas music / different cultured music Fine motor opportunities <ul style="list-style-type: none">• Scissor skills linked to cutting out owls (for textured art)• Use clay to make hibernating animals / owls	Gross motor opportunities <ul style="list-style-type: none">• Cultural dances linked to music (comparing traditional music)• Learn some traditional games from around the world• Listening to favourite pieces of music and link to dancing Fine motor opportunities <ul style="list-style-type: none">• Making masks linked to Chinese New Year – scissor skills• Using chopsticks as part of funky fingers	Gross motor opportunities <ul style="list-style-type: none">• Gross motor skills linked to 3D structures – building bridges Fine motor opportunities <ul style="list-style-type: none">• Fine motor skills linked to 3D art – junk modelling, scissor skills, using different tools, joining together on a large and small scale• Fine motor skills linked to planting	Gross motor opportunities <ul style="list-style-type: none">• May Day dancing (linked to whole school celebrations) Fine motor opportunities <ul style="list-style-type: none">• Using tools for clay farm animals	Gross motor opportunities <ul style="list-style-type: none">• Movement linked to minibeast – creepy crawling• Sports day skills Fine motor opportunities <ul style="list-style-type: none">• Using tools linked to clay minibeast as well as making homes for the minibeast	
Reception PE sessions (discreet teaching)	PE Planning: Me and Myself	PE Planning: Movement Development <i>Dance – Linked to Fireworks</i>	Dance Linked to topic	PE Planning: Throwing and Catching / May Day Dancing	PE Planning: Ball skills / May Day Dancing	PE Planning: Fun and Games / Sports Day events	

Continuous provision

In Early Years, learning does not just happen during the adult led activities but also in our well-planned continuous provision. Here are some ways that PE is taught within continuous provision.

Water / sand play	<ul style="list-style-type: none"> • Handling equipment • Pouring and stopping • Digging (gross motor) • Hand-eye coordination (filling buckets/containers)
Construction play	<ul style="list-style-type: none"> • Handling equipment

	<ul style="list-style-type: none"> • Hand-eye coordination (putting blocks on top of one another) • Manipulating equipment and developing fine motor skills – twisting, turning etc.
Junk modelling / craft activities	<ul style="list-style-type: none"> • Handling equipment such as scissors, tape • Hand-eye coordination (fixing boxes etc. together) • Manipulating equipment and developing fine motor skills – twisting, turning, joining etc.
Snack	<ul style="list-style-type: none"> • Healthy lifestyles • Managing personal hygiene
Toileting	<ul style="list-style-type: none"> • Managing personal hygiene
Mud kitchen	<ul style="list-style-type: none"> • Handling equipment • Pouring and stopping • Digging (gross motor) • Hand-eye coordination (filling buckets/containers)
Outdoor play	<ul style="list-style-type: none"> • Movement – running, hopping, skipping, jumping, dancing etc. • Using equipment safely – bats, balls, skipping ropes, hoops etc. • Climbing and balancing on equipment • Negotiating space and spatial awareness • Responding to music through movements • Learning games and skills – hopscotch, obstacle course etc.

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning play a crucial role in how a child learns.

Playing and exploring	Motivation	Critically thinking
Finding out and exploring <ul style="list-style-type: none"> • I show curiosity about objects, events and people. • I am showing particular interests. • I engage in open-ended activities. • I use my senses to explore the world around me. 	Achieving what I set out to do <ul style="list-style-type: none"> • I enjoy meeting challenges and not just as a way of getting praise. • I am proud of how I've accomplished something, not just the end result. • I am really pleased when I meet my own goals. 	Having own ideas <ul style="list-style-type: none"> • I am able to think of ideas. • I can find ways to solve problems. • I am able to find new ways to do things.
Playing with what I know: <ul style="list-style-type: none"> • I like acting out my experiences when I play. • I like pretending objects are things that I know. • I like taking on a role when I play. • I like acting out my experiences with other people. 	Keep on trying <ul style="list-style-type: none"> • I believe that if I keep trying or change what I'm doing, it will pay off • I am able to bounce back after difficulties. • I stick with an activity even when challenges arise. 	Making links <ul style="list-style-type: none"> • I can develop ideas of grouping, sequencing, cause and effect. • I am able to test my ideas. • I make links and notice patterns in my experience. • I am able to make predictions.
Willing to have a go <ul style="list-style-type: none"> • I can initiate activities. • I like to seek out things that will challenge me. • I like to show a 'can do' attitude. • I enjoy taking a risk, trying new things and learning by trial and error. 	Being involved and concentrating <ul style="list-style-type: none"> • I can keep focussed on my activity for a period of time. • I am able to show high levels of energy and fascination. • I am not easily distracted. • I am able to pay attention to details. 	Choosing ways to do things <ul style="list-style-type: none"> • I am able to check how well an activity is going. • I can plan, choose how to approach a task, solve a problem and reach a goal. • I can change my approach or strategy when needed. • I am able to review how well my approach worked.

Evidence of teaching and learning

You will be able to find evidence of the teaching and learning in the Early Years through

PE in the Early Years

- Planning files
- Displays
- Tapestry – online learning journey
- Talking and playing alongside children
- Bromcomm data