

EYFS

The Early Years Foundation Stage (EYFS) Framework sets standards for the learning, development and care of children from birth to 5 years old.

The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

Below are the Ages and Stages of development for Physical Education (Moving and Handling and Health and Self Care) taken from the Development Matters curriculum guidance. As well as offering a wide range of opportunities for developing fine and gross motor skills on a daily basis, through our continuous provision, we also emphasize the importance of health and well-being. Children take part in weekly meditation session focussing on breathing techniques and self-regulation (in line with the rest of the school) and we have regular yoga sessions (often linked to what we are teaching at the time) in which children practise gentle stretches and yoga poses. We eat healthy snacks each day and talk about the importance of having healthy food as part of a balanced diet to help us grow and develop.

	Movement and Handling	Health and Self Care
Birth to three - babies, toddlers and young children will	<ul style="list-style-type: none">● Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front.● Enjoy moving when outdoors and inside.● Sit without support. Begin to crawl in different ways and directions.	<ul style="list-style-type: none">● Eat finger food and develop likes and dislikes.● Try a wider range of foods with different tastes and textures.● Lift objects up to suck them● Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be

<p>be learning to:</p>	<ul style="list-style-type: none"> ● Pull themselves upright and bouncing in preparation for walking ● Reach out for objects as co-ordination develops. ● Pass things from one hand to the other ● Let go of things and hand them to another person, or drop them ● Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. ● Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. ● Build independently with a range of appropriate resources. ● Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. ● Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. ● Develop manipulation and control. Explore different materials and tools. 	<p>independent, such as wanting to feed themselves and dress or undress</p> <ul style="list-style-type: none"> ● Learn to use the toilet with help, and then independently.
<p>3 & 4-year-olds will be learning to:</p>	<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. 	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> • 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 be able to use and remember sequences and patterns of movements which are related to music and rhythm • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand 	<ul style="list-style-type: none"> • 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. • Start eating independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
<p>Children in reception will be learning to:</p>	<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. • <i>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.</i> 	<ul style="list-style-type: none"> • <i>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.</i> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

	<ul style="list-style-type: none"> ● 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 outside, 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 ● Develop the foundations of a handwriting style which is fast, accurate and efficient. 	
ELG	<ul style="list-style-type: none"> ● Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> ● Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.