

Physical activity ties together and has a significant role to play in *‘three characteristics of effective teaching and learning, which are:*

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.’*

(Statutory framework for the EYFS)

#### **Links to Development Matters and Birth to 5 Matters (non-statutory curriculum guidance)**

| <b>Physical Development</b>   |   |
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| <b>Development Matters Statements</b>   | <b>Birth to 5 Matters Statements</b>  |
| Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (R5, M+H)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (R5, M+H)</p> <p>Can mirror the playful actions or movements of another adult or child (R5, H+SC)</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (R6, M+H)</p> |

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|  | <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk (R6, M+H)</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (R6, M+H)</p>   |
| Progress towards a more fluent style of moving, with developing control and grace.   | <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (R5, M+H)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (R5, M+H)</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath (R5, H+SC)</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (R6, M+H)</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (R6, M+H)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment (R6, M+H)</p> <p>Can initiate and describe playful actions or movements for other children to mirror and follow (R6, H+SC)</p> |
| Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (R5, M+H)</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (R5, M+H)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (R5, M+H)</p>  |

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|   | <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (R6, M+H)</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (R6, M+H)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment (R6, M+H)</p>   |
| 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. | <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (R5, M+H)</p> <p>Uses simple tools to effect changes to materials (R6, M+H)</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention (R6, M+H)</p> <p>Shows a preference for a dominant hand (R6, M+H)</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (R6, M+H)</p> |
| 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.  | <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (R5, M+H)</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (R6, M+H)</p>  |

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|   | Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (R6, M+H)   |
| <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>  | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (R5, M+H)</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (R5, M+H)</p> <p>Creates lines and circles pivoting from the shoulder and elbow (R5, M+H)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (R5, M+H)</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (R5, H+SC)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (R6, M+H)</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience (R6, H+SC)</p> |
| <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (R5, M+H)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (R6, M+H)</p>  |
| Develop the foundations of a handwriting style which is fast, accurate and efficient.   | <p>Creates lines and circles pivoting from the shoulder and elbow (R5, M+H)</p> <p>Shows a preference for a dominant hand (R6, M+H)</p>   |

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|   | <p>Begins to use anticlockwise movement and retrace vertical lines (R6, M+H)</p> <p>Begins to form recognisable letters independently (R6, M+H)</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (R6, M+H)</p>   |
| <p>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</p> | <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play (R5, H+SC)</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies. (R5, H+SC)</p> <p>Can name and identify different parts of the body (R5, H+SC)</p> <p>Can wash and can dry hands effectively and understands why this is important (R5, H+SC)</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important (R5, H+SC)</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food (R6, H+SC)</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures (R6, H+SC)</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad (R6, H+SC)</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important (R6, H+SC)</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health (R6, H+SC)</p> |

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| <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> | <p>Can wash and can dry hands effectively and understands why this is important (R5, H+SC)</p> <p>Willing to try a range of different textures and tastes and expresses a preference. (R5, H+SC)</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important (R5, H+SC)</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (R5, H+SC)</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom (R5, H+SC)</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important (R6, H+SC)</p> <p>Usually dry and clean during the day (R6, H+SC)</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others (R6, H+SC)</p> <p>Shows understanding of how to transport and store equipment safely (R6, H+SC)</p> |
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**Reflecting upon the 'EY Framework', 'Development Matters' and 'Birth to 5 Matters', my thoughts on the impact of PA and its place within EY provision**

- Physical Development is one of the three prime areas of learning. The prime areas are fundamental, work together, and support development in all other areas.
- The characteristics of effective learning are also closely linked to Physical Development and should be considered in relation to planning and provision.
- Physical activity play is the first appearing and most frequent occurring expression of play in 0-5.
- Children in all cultures all over the world engage in spontaneous and rule- governed forms of physical play.
- Physical competence is a major factor influencing social acceptance in children of all ages and sexes.
- The development of movement skills influences cognitive skills, memory, attention and thinking skills.
- Good physical development can compensate for lack of a stimulating environment or adult interaction.
- Physical Development brings a child into contact with new challenges that affirm or test his/her self-esteem
- Physical Activity and physically active play links closely to children's development of self-regulation, language development and their ability to develop social interactions/experiences.
- Supporting young children's physical development supports their overall achievement.