



## FULFEN PRIMARY EYFS CURRICULUM DESIGN

National Curriculum Subject	PE
Key Stage 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>• Participate in team games, developing simple tactics for attacking and defending</li><li>• Perform dances using simple movement patterns.</li></ul>
Educational Programme	<p><b>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.</b></p>

<p><b>INTENT</b></p>	<p><b>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</b></p> <p><b>In Early Years we nurture children’s strong need and desire to be physically active which builds the foundations for other areas of their development by:</b></p> <ul style="list-style-type: none"><li>• Building children’s strength, stamina, balance and co-ordination</li><li>• Developing a range of large and small movements which they can control Improving and refining children’s control and manipulation of a variety of tools</li><li>• Instilling a sense of confidence in children’s own physical abilities enabling them to negotiate spaces</li><li>• Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe.</li></ul>
<p><b>Knowledge (What we want children to know)</b></p>	<p><b>In Early Years we want the children to know:</b></p> <p><b>Fine Motor Development</b></p> <ul style="list-style-type: none"><li>• I have fingers and thumbs and that they can each work separately.</li><li>• My wrists and fingers need to be strong to manipulate small tools and objects. Which fingers form a pincer grip.</li><li>• Which fingers form a tripod grip.</li></ul> <p><b>Gross Motor Development</b></p> <ul style="list-style-type: none"><li>• Core strength helps me to balance and use my limbs independently.</li><li>• Big muscles need to be strong to support the smaller muscles in my body.</li><li>• Exercise will build my strength and stamina.</li><li>• I have an imaginary line down the middle of my body, and I can cross over it with opposite hands and feet.</li><li>• Crossing the midline helps both sides of my brain to connect.</li><li>• Both sides of my body need to work together in a co-ordinated way</li></ul>

<p style="text-align: center;"><b>Skills: (What the children are learning to do)</b></p>	<p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Throw and catch</li> <li>• Lift and carry heavy objects</li> <li>• Cross the midline</li> <li>• Hop and skip</li> <li>• Negotiate space</li> <li>• Run and jump</li> <li>• Make alternating movements</li> <li>• Roll</li> <li>• Turn</li> <li>• Spin</li> </ul>	<ul style="list-style-type: none"> <li>• Climb</li> <li>• Make anti-clockwise movements</li> <li>• Re-trace vertical lines</li> <li>• Make symmetrical movements</li> <li>• Co-ordinate two sides of the body</li> <li>• Isolate my fingers</li> <li>• Use a pincer grip</li> <li>• Form a tripod grip</li> <li>• Make decisions</li> <li>• Take risks</li> <li>• Make healthy choices</li> </ul>
<p><b>IMPLEMENTATION</b></p>	<p>Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills.</p> <p>They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools.</p> <p>Within the environment adults actively encourage children to build their strength, stamina, balance, and co-ordination.</p> <p><b>Physical Development is valued and promoted through:</b></p> <ul style="list-style-type: none"> <li>• A weekly taught discrete PE session within Reception.</li> <li>• A weekly Forest School session led by a qualified forest school teacher.</li> <li>• Using transition times to promote gross motor skills- stand in the line e.g on one leg.</li> <li>• Using dough disco for finger gym sessions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Setting up a fine motor area which offers weekly challenges that develop wrist and finger strength, finger isolation and pincer grip.</li> <li>• Providing mark making stations, both inside &amp; outdoors.</li> <li>• Offering a wide variety of mark making tools and equipment- hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.</li> <li>• Providing authentic resources throughout the provision- real kitchen equipment within the role play and mud kitchen.</li> <li>• Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.</li> <li>• Equipping the outdoor area with resources to promote balance and upper body strength, balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects within the large loose parts area.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>straight, position, travel, balance, jump, forwards, backwards, roll, stretch, curled, hold, bounce, roll, strike, space, aim, speed, aim, direction, control, score, still, speed, rhythm, walk, jog, run, hop, skip, fast, pass, pinch, hold, snip, build, join, connect, fasten, open, thread, fill, pour, empty</p>
<p><b>IMPACT</b></p>	<p><b>By the end of Foundation Stage children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Control a variety of tools.</li> <li>• Move in a variety of ways.</li> <li>• Demonstrate upper body strength</li> <li>• Use a tripod grip.</li> <li>• Negotiate space and obstacles safely.</li> <li>• Throw, catch and kick a ball.</li> <li>• Balance using my core stability.</li> <li>• Draw with accuracy.</li> <li>• Demonstrate strength and stamina.</li> <li>• Co-ordinate both sides of their body to do different things at the same time.</li> </ul>

<p><b>Early Learning Goals</b></p>	<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• <b>Negotiate space and obstacles safely, with consideration for themselves and others;</b></li><li>• <b>Demonstrate strength, balance and coordination when playing</b></li><li>• <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></li></ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</b></li><li>• <b>Use a range of small tools, including scissors, paint brushes and cutlery;</b></li><li>• <b>Begin to show accuracy and care when drawing.</b></li></ul>
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Find further information on how PE is taught at Fulfen Primary School on this page: [Physical Education](#)