

Learning in EYFS:

What PE Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven Areas of Learning rather than subject areas. This document aims to help subject leaders understand how the skills and knowledge developed across EYFS form the foundations of the national curriculum subjects.

It shows which statements from the non-statutory guidance, Development Matters, are prerequisites for PE within the national curriculum. EYFS settings may choose to use other guidance instead of Development Matters and may decide on different statements as the prerequisites. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following Areas of Learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

PE		
Three and Four-Year-Olds	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

- 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.

ELG	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.

ELG Continued	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.