



Delves Lane Primary School Curriculum Map



Physical Education in EYFS

4-5 years	Physical Development	<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.• 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.• 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.
	Personal, Social and Emotional Development	<ul style="list-style-type: none">• Build constructive and respectful relationships.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.
	Expressive Arts and Design	<ul style="list-style-type: none">• 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.

<p>3-4 years</p>	<p>Physical Development</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. • 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. • Are increasingly able to use and remember sequences and patterns of movements which 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. • Show a preference for a dominant hand. • Make healthy choices about food, drink, activity and toothbrushing.
	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.

ELG	Gross Motor Skills <i>(Physical Development)</i>	<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.
	Building Relationships <i>(Personal, Social and Emotional Development)</i>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers.
	Managing Self <i>(Personal, Social and Emotional Development)</i>	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of 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, going to the toilet and understanding the importance of healthy food choices.
	Self-Regulation <i>(Personal, Social and Emotional Development)</i>	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Being Imaginative <i>(Expressive Arts and Design)</i>	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

