

How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in PE builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in PE may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Physical Development and what they will develop in KS1 in PE, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, being able to work and play cooperatively and take turns with others and explain the reasons for rules, which will be a strong feature of children's learning in PE sessions do not feature in the end of EYFS assessment statements for Physical Development, but reflect aspects of Personal, Social and Emotional Development. Similarly, exploring and engaging in music making and dance, performing solo or in groups is outlined in Expressive Art and Design rather than in Physical development.

In our school, the experiences children gain across the EYFS curriculum are rich in opportunities to develop fundamental movement skills, negotiating space and objects safely. These are the building blocks for sport specific skills further up our school and physical literacy. Activities encourage children to demonstrate and develop strength, balance and coordination when playing and also move energetically in a variety of ways. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of PE:

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- Providing regular access to floor space indoors for movement to revise and refine fundamental movement skills. For example, travelling in different ways inside and outside a hoop.
- Travelling across 'toadstools' (hoops) in different ways to develop fluency in their movements.
- Jumping, travelling and balancing in gymnastics on floor and apparatus to develop overall body strength, co-ordination and balance. This also, involves them safely using apparatus indoors.
- Exploring music and dance by creating simple movement sequences in response to music and familiar topic, such as bouncing to the count of 8 to drive a tractor on a farm.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in PE in KS1 and beyond.