

Physical Education in EYFS at Beechwood Primary School



At Beechwood Primary School, we have a nursery and reception. Children who attend receive amazing provision and inputs which introduce them to the world of physical education. Physical Development is one of the prime areas in early years. "Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world". Each child's journey relies on whole-body physical experiences. At Beechwood we ensure that children have access to movement both indoors and outdoors at all times in the early years.

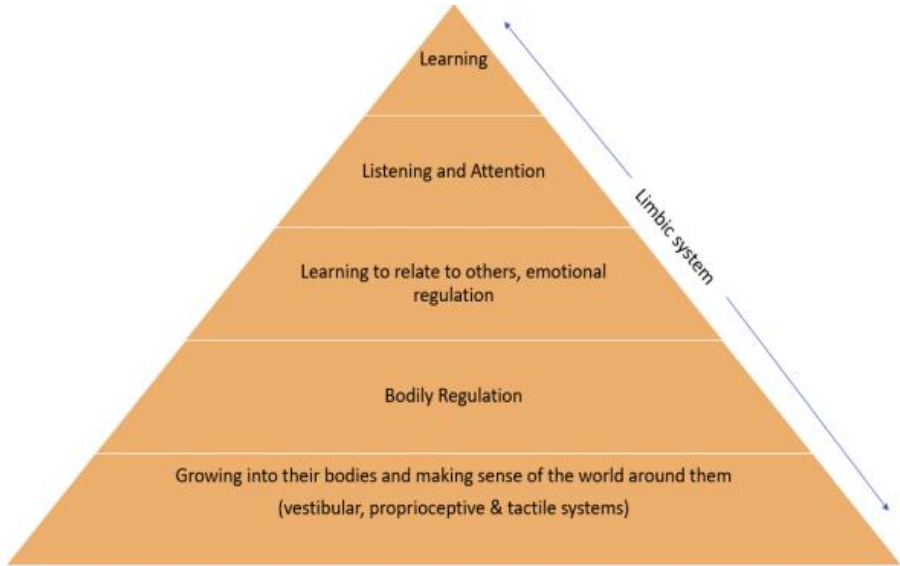
Nursery children	Moving and Handling	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
	Health and self care	• Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently #

		• Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
Reception children	Moving and Handling	• 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 • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed Statutory ELG: Gross Motor Skills Children at the expected level of development will: - 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. Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
	Health and self care	• Eats a healthy range of foodstuffs and understands need for variety in food • 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 • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow

		• Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • 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 • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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SEND at Beechwood

Children’s physical systems need to be well-established in order for them to have strength and maintain posture without it taking up too much attention. This gives the brain the space to focus on new experiences and learning.



Why is movement important for my learning?		
All movements help to build and strengthen connections in my brain. These physical skills give me a strong and stable body that help me concentrate on my learning without having to focus on my posture.		
Movement	How does this movement support my learning and development?	Strengthens these systems:
Tummy time 	Helps me to align my spine and neck. Strengthens neck muscles so I can hold my head up without leaning. Builds my upper body strength so I can sit upright without concentrating on where my body is. Eye tracking which helps me to read and track print across the page. Gives me sensory feedback to help me learn where my hands and feet are without needing to look. Helps me to recognise physical sensations linked to toileting.	Vestibular Proprioceptive Tactile
Commando crawling 	Strengthens my upper body and opens my chest which is important for my breathing, talking, and eating. Helps me to coordinate my left and right upper body. Helps me to look up and down, left to right, building my understanding of distance: I need these skills at school when I need to look at the board and back to my work.	Vestibular Proprioceptive Tactile
Crawling 	Rocking back and forth helps to build my vestibular senses, important for my balance and eye tracking. Opens my palms and strengthens my finger muscles which helps me to manipulate objects and tools (including cutlery) well. Gives me tactile feedback in my hands and fingers which is important for my mark making and writing; I will know how much pressure to apply when holding and using equipment. Helps my upper and lower body learn to work together. Helps my right and left sides work together. This helps to activate both side of my brain enabling our bodies to work in an integrated way.	Vestibular Proprioceptive Tactile

Rolling 	Helps to develop my vestibular systems and eye tracking, important for my balance and coordination. Give me sensory feedback that builds my proprioception senses, telling me where my body is in relation to space. Gives me gravitational security, helping me feel safe in my movements. This is important for activities such as going up and down steps or sitting independently in a chair.	Vestibular
Pushing and pulling 	Develops strength in hands and wrists and provides tactile feedback. This is important for stamina in mark marking and writing. Gives me gravitational security, helping me feel safe in my movements. This is important for activities such as going up and down steps or sitting independently in a chair. Supports coordination and planning of movements. Builds proprioception supporting balance. Confidence to take risks and build resilience. Develops a 'have a go' attitude across all aspects of learning.	Proprioceptive Tactile
Spinning 	Builds my sense of balance. Helps to develop eye tracking which helps me to read and track print across the page. Give me sensory feedback that builds my proprioception senses, telling me where my body is in relation to space. Helps to develop my vestibular systems and eye tracking, important for my balance and coordination. Gives me gravitational security, helping me feel safe in my movements. This is important for activities such as going up and down steps, sitting independently in a chair, or reaching out to pick up a toy.	Vestibular
Climbing & Hanging 	Helps me to align my spine and neck. Strengthens my upper body (neck, shoulders, arms, wrists, core) muscles. This is important for stamina in mark marking and writing. Gives me gravitational security, helping me feel safe in my movements. This is important for activities such as going up and down steps or sitting independently in a chair. Supports coordination and planning of movements. Confidence to take risks and build resilience. Develops a 'have a go' attitude across all aspects of learning.	Vestibular Proprioceptive