



St Thomas CE Academy

Physical Education EYFS to KS1 bridge

Physical Education			
EYFS Curriculum		How this is achieved through our drivers	
Physical Education Key Stage 1		Physical Education Key Stage 1	
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. 	<ul style="list-style-type: none"> Continuous provision allows access to all resources with enhancements linked to curriculum. Class Dojo is introduced as a rewards system. Follow school's behaviour policy.
	Physical Development	<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 	<ul style="list-style-type: none"> Continuous provision allows for the use of bikes, scooters and trikes. Throwing and catching is taught explicitly. Access to paint, chalk and mark making materials during indoor and outdoor play. Physical Development mornings with a focus on next steps in Fine Motor Skills and Gross Motor Skills. Children to travel in a variety of

- 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.
 - *Striking and Fielding*
 - *Athletics*
 - *Net/Wall Games*
- Participate in team games, developing simple tactics for attacking and defending.
 - *Striking and Fielding*
 - *Invasion Games*
 - *Net/Wall Games*
- Perform dances using simple movement patterns.
 - *Gymnastics*
 - *Dance*



St Thomas CE Academy

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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

ways using different indoor and outdoor equipment.

- Work with children to use tools safely with clear and sensible rules.
- Access to writing and cutting materials at all times.
- Children are encouraged to dress themselves when going outdoors. Eg. Putting on coats, wellies.
- Handwriting is taught through Little Wandle rhyming patterns.



St Thomas CE Academy

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		undressed. For example, putting coats on and doing up zips.	
	Expressive Arts and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> A wide range of music is introduced including music of other cultures.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Manage their own needs. - personal hygiene Know and talk about the different factors that support overall health and wellbeing: - regular physical activity 	<ul style="list-style-type: none"> Independent access to snack bar throughout the morning. PSHE focus in Spring 2 on Healthy Me. Regular discussion on what happens to our body through physical exercise.
	Physical Development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination 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 	<ul style="list-style-type: none"> Outdoor provision allows for equipment to be used in a range of ways for travelling. Skills taught explicitly through weekly PE sessions including new apparatus and equipment. Handwriting taught using Little Wandle rhymes. Adult focussed writing activities take place at the table with correct posture modelled.



St Thomas CE Academy

Physical Education EYFS to KS1 bridge

		<p>achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. 		
	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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. 	<ul style="list-style-type: none"> • Continuous provision allows free access to materials and tools in the creative area. Skills are modelled explicitly through adult interactions. • Adult interactions foster the characteristics of effective teaching and learning. • Music sessions include time for expression and response. • Continuous provision allows full access to music making and drama resources. • Role play through traditional tales. 	



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Early Learning Goal	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. 	<ul style="list-style-type: none"> Adult interactions foster the characteristics of effective teaching and learning. Class Dojo and behaviour policy systems are embedded into daily routines. Independent use of snack bar in the morning. 	
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> Adult interactions model and foster collaborative play. 	
	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. 	<ul style="list-style-type: none"> Outdoor provision set up allows for negotiation of space. Skills are taught explicitly in PE. Teamwork games are modelled during PE sessions. 	



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	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.	<ul style="list-style-type: none">• Music sessions allow for expression of feelings and responses to a range of music.• Musical and theatrical resources are available throughout continuous provision.	
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