



Physical Education (P.E) in EYFS

St. Mark's Primary School

(2026/2027)

EYFS Statutory Educational Programme:

We, at St. Mark’s recognise that physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

We recognise that all children develop in different ways and that development is not a linear or automatic process.

All children will be supported by having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths as they strive to achieve the Early Learning Goals (ELGs) established in the EYFS Framework.

The key ELGs associated with Physical Education (P.E.) are:

Statutory ELG: Gross Motor Skills	Statutory ELG: Fine 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.	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.

Year 1 National Curriculum Objective:

Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

In further support of these goals, we also recognise that children have a right to play. Children’s right to play is recognised as vital to their wellbeing and development, and play, both indoors and outdoors, is a fundamental commitment to the children of St. Mark’s throughout the EYFS (Nursery and Reception).

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

By creating games and providing opportunities for play both indoors and outdoors, we can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development: Moving and Handling (non-statutory guidance)		
Expectations: (Specific to Physical Education)		Support and Guidance (Specific to Physical Education)
Nursery (24months to 48months)	Children will learn and begin to: Sit up from lying down, stands up from sitting and squat with steadiness to rest or play with object on the ground, and rises to feet without using hands Sit comfortably on a chair with both feet on the ground Run safely on whole foot Move in response to music, or rhythms played on instruments such as drums or shakers Jump up into the air with both feet leaving the floor and can jump forward a small distance Begin to walk, run and climb on different levels and surfaces Begin to understand and choose different ways of moving Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and start to catch a large ball by using two hands and their chest to trap it Climb up and down stairs by placing both feet on each step while holding a handrail for support Use 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 Show 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	Adults will support the children by: Valuing the ways children choose to move. Giving as much opportunity as possible for children to move freely between indoors and outdoors. Talking to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. Encouraging body tension activities such as stretching, reaching, curling, twisting and turning. Being aware that children need to practise walking, climbing and jumping on a range of different surfaces Providing a range of wheeled toys to encourage children's balance such as toys to pedal, scooters, toys to sit astride. Providing safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders. Agreeing acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities. Encouraging children in their efforts, such as to pour a drink from an appropriately sized jug and to manipulate objects in their play. Providing an easily accessible range of tools, loose parts and construction equipment to encourage children's emerging manipulative skills.
	Children will learn and begin to: Climb stairs, steps and moves across climbing equipment using alternate feet. Maintain balance using hands and body to stabilise Walk down steps or slopes whilst carrying a small object, maintaining balance and stability Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Balance on one foot or in a squat momentarily, shifting body weight to improve stability Grasp and release with two hands to throw and catch a large ball, beanbag or an object Create lines and circles pivoting from the shoulder and elbow Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Adults will support the children by: Encouraging children to move with controlled effort, and model use of vocabulary in context such as strong, firm, gentle, heavy, stretch, reach, tense and floppy. Using music of different tempo, styles and cultures to create moods and talk about how people move when they are sad, happy or cross. Motivating children to be active through group games, action songs and singing. Talking about why children should take care when moving freely. Notice children who frequently bump into obstacles or fall over and talk with parents/carers about how they move at home. Teaching children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Being aware of children who may not have had these experiences at home and talk with parents/ carers about increasing opportunities at home.

Reception (48months to 60months)	Children will learn and begin to: Choose 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 Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk Jump off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travel with confidence and skill around, under, over and through balancing and climbing equipment Show increasing control over an object in pushing, patting, throwing, catching or kicking it Use simple tools to effect changes to materials Handle tools, objects, construction and malleable materials safely and with increasing control and intention Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters independently Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Encouraging children to use the vocabulary of movement, e.g. gallop, slither, of instruction e.g. follow, lead and copy by modelling and using the vocabulary in context. Posing challenging questions such as Can you get all the way round the climbing frame without your knees touching it? Talking with children about the need to match their actions to the space they are in. Showing children how to collaborate in throwing, rolling, fetching and receiving games, and encouraging children to play with one another once their skills are sufficient. Introducing and encourage children to use the vocabulary of manipulation, e.g. squeeze and prod. Explaining why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Valuing and support children's own judgements of risk, encouraging them to think about what to be aware of and how they can stay safe. Explaining benefits of outdoor learning to parents/carers so that children come
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Physical Education in EYFS

Long-Term overview

Nursery and Reception	
Autumn Term: Key Activities: Gymnastics / Dance	Children are to explore the way their bodies move, being able to navigate a space and manipulate their bodies to travel. Discuss body movements and explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe Encourage the children to develop body tension activities such as stretching, reaching, curling, twisting and turning
Spring Term: Key Activities: Throwing and Catching (Multi-skills)	Children are to explore the mechanics of throwing and catching In developing the children's ability to track a ball/moving object children will begin with rolling that ball to each other to catch, before throwing a ball on their knees for a partner to catch. Encourage the children to practice their throwing, using target-based games, using bean bags, quoits (rings) or balloon balls.
Summer Term: Key Activities: Athletics	Children are to continue their exploration of the fundamentals of movement through the introduction of individual based challenges. In developing their movement, the children will begin to navigate a space successfully, adjusting speed and direction to avoid obstacles. Encourage the children to combine simple skills such as running and jumping, climbing and jumping off obstacles (bench), together with the changes in movement to avoid obstacles, including cones.

Key Assessment Points for Nursery

	Gymnastics	Games	Fundamentals
	• I can run safely on whole foot. • I can find a space in the room • I can move around the room carefully • I can travel safely on different parts of my body • I can squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can stand momentarily on one foot when shown to hold a pose.	• I can run safely on whole foot. • I can kick a large ball. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can zigzag in and out of cones • I can jump and spring on feet in different ways • I can move/balance small equipment round body parts • I can throw underarm at a target • I can use quoits in a variety of ways- roll, spin, throw, catch • I can catch a large ball.	• I can run safely on whole foot. • I can kick or throw a large ball • I can Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can stand momentarily on one foot when shown. • I can catch a large ball.

Key Assessment Points for Reception

Gymnastics	Dance	Multi-skills (Games/Throwing and Catching)	Athletics
• With a continued focus on expectation in Nursery. • I can experiment with different ways of moving. • I can jump off an object and land appropriately (and safely) • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can show good control and co-ordination in large and small movements. • I can move confidently in a range of ways, safely negotiating space. • I can hop confidently • I can skip in time to music • I can make different shapes with my body and move around the hall using these different shapes (high/low/curled/stretched) • I can go over and under an object/person • I can perform a pencil roll • I can move across the hall in different ways • I can hop and balance on one leg	• With a continued focus on expectation in Nursery. • I can experiment with different ways of moving safely • I can show good control and co-ordination in large and small movements. • I can move confidently in a range of ways, safely negotiating a space, changing the level, speed and direction of my movement • I can bend my knees and squat • I can stomp and clap to create rhythms • I can pose (to move and freeze with control) • I can learn a routine to an action song • I can role-play familiar stories • I can begin to work with a partner.	• With a continued focus on expectation in Nursery. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can show increasing control over an object by pushing, patting, throwing, catching or kicking it. • I can show good control and co-ordination in large and small movements. • I can move confidently in a range of ways, safely negotiating space. • I can begin to use different equipment • I can run, skip, hop and jump during a game • I can speed up and slow down • I know the difference between jogging and running • I can zigzag in and out of cones • I can begin to roll, bowl and bounce a ball with a partner • I can move a ball around my body • I can begin to dribble a ball • I can begin to throw underarm, catch and aim with a beanbag and a ball • I can complete a bounce pass • I can dodge a ball	• With a continued focus on expectation in Nursery. • I can show good control and co-ordination in large and small movements. • I can move confidently in a range of ways, safely negotiating space. • I can sprint • I can run without bumping into objects • I can throw a beanbag at a target • I can practise different types of jumps (two footed, hop, skip, bounce) • I can jump over a hurdle and through a hoop • I can balance and move without falling • I can throw different equipment (javelin, ball, beanbag, discus) • I can practise different types of throwing