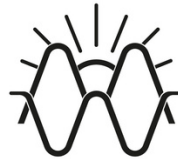



Physical Education in the Early Years



MALVERN WELLS
C.E. PRIMARY SCHOOL



'Regular physical activity promotes growth and development and has multiple benefits for physical, mental and psychosocial health that undoubtedly contribute to learning.'

- Kohl et al, (2013), Committee of Physical Activity and Physical Education in the School Environment



Introduction

Young children are naturally physical. They learn through the sensory feedback they receive by physically interacting with their environment. Good physical strength, coordination, balance and bodily awareness in young children are required for them to be physically ready for other curriculum demands as they progress through school, e.g. writing and listening and attention.



1.

Physical education in Early Years occurs as a consequence of children's natural desire to move.

2.

Physical education predominately comes through the 'Physical Development' area of learning but features in many other areas of learning as well as through the Characteristics of Effective Learning



EYFS Physical Education -Early Learning Goals

Gross Motor Skills

- 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

Listening, Attention & Understanding

- ✗ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Being Imaginative and Expressive

- ✗ Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.

Managing Self

- ✗ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- ✗ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

EYFS Physical Education – Educational Programmes

Physical Development

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. By creating games and providing opportunities for play both indoors and outdoors, adults 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.





2. Child-Initiated Learning

Key indicators and examples of effective practice when monitoring physical education in the early years, in relation to child-initiated learning through an enabling environment.



An Enabling Environment for Physical Education -Sand

An outdoor ground sand pit provides a greater physical challenge than a raised sand pit. All examples below refer to a ground sand pit.

What might I see children doing?

- x Digging -using tools, including spades, trowels, rakes, shovels, scoops.
- x Lifting -using buckets, pulleys, trays, wheelbarrows.
- x Drawing -using hand tools, fingers, hands.
- x Manipulating the sand -scooping with hands, patting, pressing.
- x Transporting -moving sand in buckets, wheelbarrows, containers, from one place to another.



An Enabling Environment for Physical Education - Water

Outdoor water play provides a greater physical challenge than a raised water tray. All examples below refer to outdoor water play.

What might I see children doing?

- ✗ Lifting -using buckets, pulleys, trays, wheelbarrows.
- ✗ Spraying -using spray bottles or squeezing bottles.
- ✗ Painting -using water and brushes 'paint' the ground/fences/clean equipment.
- ✗ Manipulating the movement of water -scooping with hands, using resources to alter the flow.
- ✗ Transporting -moving water in buckets, wheelbarrows, containers, from one place to another.



An Enabling Environment for Physical Education -Block and Construction

What might I see children doing?

- Large blocks -lifting, carrying, pushing, pulling, balancing on self constructed obstacle courses, moving around obstacles (spacial awareness), jumping over low obstacles, maneuvering the position of blocks using hands, standing on tiptoes.
- Small blocks -picking up using two hands/one hand, maneuvering the position of blocks, connecting lego/duplo, crouching on whole foot or tiptoes.



An Enabling Environment for Physical Education -Small World

What might I see children doing?

- ✘ Fine motor -holding and manipulating characters, placing objects to create scenes, balancing objects to stack them.
- ✘ Gross motor -body position while playing; lying on front, crouching, stretching, balancing.



WMA

An Enabling Environment for Physical Education - Dough

What might I see children doing?

- ✗ Manipulating dough -pushing, pulling, patting, pressing, rolling using one hand, rolling using two hands, nipping, squeezing, lifting, using fingers and whole hand to shape.
- ✗ Using tools -rollers, cutters, slicers, mark making tools.



An Enabling Environment for Physical Education -Art and Design

What might I see children doing?

- ✗ Using tools (small and large scale) - including brushes, straws, spatulas.
- ✗ Using hands and feet -including fingers and toes to provide small prints.
- ✗ Junk modelling -scrunching, balancing, stacking, tearing, combining materials.
- ✗ Cutting -including paper, ribbon, tape, string, card, fabric.



An Enabling Environment for Physical Education -Outdoor Learning

What might I see children doing?

- ✗ Playing on ride on toys -including bikes, scooters, tri-cycles.
- ✗ Climbing over, under and through equipment.
- ✗ Moving in different ways -running, walking, skipping, hopping, crawling, spinning, hanging, swinging.
- ✗ Moving at speed, avoiding obstacles.
- ✗ Completing obstacle courses showing balance and coordination.



Adults Scaffolding Learning During Child-Initiated Activities

What should I see adults doing?

- Observing children and responding to their fascinations
- Responding to the physical skills they presents
- Suggesting possibilities to provide physical challenge
- Offering additional stimulus and resources when appropriate
- Playing alongside children to take learning forwards, modelling large and small movements
- Play alongside, or in small organised groups to model language, correct and/or extend vocabulary
- Modelling how to use equipment and resources
- Using and introducing language and vocabulary linked to key learning
- Providing daily outdoor opportunities



3. Adult-Led Learning

Key indicators of effective practice when monitoring physical education in the early years, in relation to adult-led learning.



What should I expect to see when adults are leading a physical education activity?

- 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
- Adults setting an intention for learning that is well-matched to the developmental stages of the children; building on the physical skills children already have.
- Adults guiding learning through playful, experiential activities which are presented in imaginative ways, are hands-on and require active participation from the children.
- Activities and experiences that are as open-ended as possible to allow for children to respond in different ways, following their own ideas.
- Activities and experiences delivered with individual children, or small groups of children depending on the activity and the age of the children.
- Adults using resources and materials that children are familiar with and have access to in their child-initiated learning.
- Sensitive interaction through open-questioning, modelling physical skills.