

**Statutory Framework for EYFS**

Stat. Framework for EYFS:

- a) ELG: Gross Motor Skills
- b) ELG: Building Relationships
- c) ELG: Being Imaginative and Expressive
- d) ELG: Managing Self
- e) ELG: Self-Regulation
- f) ELG: Listening, Attention and Understanding
- g) ELG: Speaking

**Skills and Behaviours: General Overview**

Acquiring Skills		Personal and Social Development		Applying Skills	
Nursery	Reception	Nursery	Reception	Nursery	Reception
<ol style="list-style-type: none"> <li>1. Moves freely and with pleasure and confidence in a range of ways</li> <li>2. Runs skilfully and negotiates space</li> <li>3. Mounts stairs, steps or climbing equipment using alternate feet</li> <li>4. Able to balance on one leg</li> <li>5. Can catch a large ball.</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiments with different ways of moving</li> <li>2. Able to jump off an object and land appropriately.</li> <li>3. Can negotiate space safely when playing chasing games</li> <li>4. Travels with confidence and skill around, under, over and through</li> <li>5. Able to show increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>6. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates play, offering cues to peers to join them</li> <li>2. Keeps play going by responding to what others are saying or doing</li> <li>3. Welcomes and values praise for what they have done</li> <li>4. Can take turns and share resources, sometimes with support from others.</li> <li>5. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Takes steps to resolve conflicts with other children</li> <li>2. Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>3. Confident to speak to others about own needs, wants, interests and opinions</li> <li>4. Talks positively about self and abilities</li> <li>5. Aware of boundaries set, and of behavioural expectations</li> <li>6. Can usually solve problems without aggression</li> </ol>	<ol style="list-style-type: none"> <li>1. Observes the effects of activity on their bodies</li> <li>2. Enjoys joining in with dancing and ring games</li> <li>3. Creates movement in response to music</li> <li>4. Uses movement to express feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>2. Shows understanding of how to transport and store equipment safely</li> <li>3. Practices some appropriate safety measures without direct supervision</li> <li>4. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>5. Demonstrate strength, balance and coordination when playing</li> </ol>

**Skills and Behaviours: Activity Specific**

Gymnastics	Dance	Net and Wall Games	Target Games	Athletics	Striking and Fielding
<p>Knows why it is important to warm up the body before exercise</p> <p><u>Floor work</u> Create sequences linking ideas</p> <p>Knows importance of moving from one move gracefully to another</p> <p><u>Apparatus</u> Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p>Knows how to transport apparatus safely and how to use apparatus safely</p>	<p><u>Choreography</u> Can create simple actions and movements from a range of stimuli including simple pictures, single words, familiar props or pieces of music</p> <p>ACTION: travel (fundamental stepping patterns) SPACE: show changes in level RELATIONSHIPS: work individually DYNAMICS: try to show changes in speed</p> <p><u>Performance</u> Can perform individually and is engaged and motivated</p> <p>Knows how to move in time to the music</p>	<p><u>Moving around court</u> Ready position Moving sideways to strike Knows how to have weight on balls of feet when moving around the court</p> <p><u>Racket control</u> Grip with dominant hand Move ball around forehand and backhand Knows which is dominant hand and to move ball around using forehand and backhand</p> <p><u>Range of shots</u> Hit a ball from a tee Knows how to get into a sideways position and strike from a high back lift</p> <p><u>Game play</u> Throw and catch after one bounce Knows how to track a ball with eyes and to can move laterally in line to receive</p>	<p><u>Throwing</u> Throwing under arm at a target, using both hands</p> <p><u>Striking</u> Kicking a ball at a target, using both feet</p> <p><u>Rolling</u> Rolling a ball at a target, using both hands</p>	<p><u>SAQ</u> Step over and through cones.</p> <p><u>Jumps</u> Leap, bounce and jump in different ways Run and jump over low hurdles Understands that a run with a jump is from one foot and a stationery jump is from 2 feet</p> <p><u>Running</u> Short distances Relay passing baton over short distances Knows to start with one foot in front of the other</p> <p><u>Throwing</u> Standing overarm throw at targets Knows how to get into sideways position</p>	<p><u>Batting</u> Hitting off tees Running between marked points Knows how to grip a bat and to run after hitting the ball</p> <p><u>Ground fielding</u> Catching: ready position, W shape and cushioning Two handed pick up and overarm throw</p> <p><u>Bowling</u> Bowling after rocking back into action Knows the correct grip and sideways stance.</p> <p><u>Wicket keeping</u> Stance behind one stump and receive ball from throw without moving backwards</p>

How we achieve these					
Nursery					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Locomotion	Theme: Movement Skills 1	Theme: Gymnastics – Parts high and low	Theme: Gymnastics – Travelling, stopping and making shapes	Theme: Dance – Nursery Rhymes	Theme: Stability 1
Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive ELG: Managing Self ELG: Self-Regulation	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive ELG: Self-Regulation	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive ELG: Self-Regulation	Stat. Framework for EYFS: ELG: Being Imaginative and Expressive ELG: Building Relationships ELG: Being Imaginative and Expressive ELG: Managing Self	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships
Skills: Can catch a large ball.  Can take turns and share resources, sometimes with support from others.  Observes the effects of activity on their bodies  <u>SAQ</u> Step over and through cones.  <u>Jumps</u>	Skills: Runs skilfully and negotiates space  Welcomes and values praise for what they have done  Uses movement to express feelings  <u>SAQ</u> Step over and through cones.  <u>Jumps</u>	Skills: Mounts stairs, steps or climbing equipment using alternate feet  Aware of own feelings, and knows that some actions and words can hurt others' feelings.  Creates movement in response to music  Knows why it is important to warm up the body before exercise  <u>Floor work</u>	Skills: Mounts stairs, steps or climbing equipment using alternate feet  Aware of own feelings, and knows that some actions and words can hurt others' feelings.  Creates movement in response to music  Knows why it is important to warm up the body before exercise  <u>Floor work</u>	Skills: Moves freely and with pleasure and confidence in a range of ways  Keeps play going by responding to what others are saying or doing  Enjoys joining in with dancing and ring games  <u>Choreography</u> Can create simple actions and movements from a range of stimuli including simple pictures, single words, familiar props or pieces of music	Skills: Able to balance on one leg  Initiates play, offering cues to peers to join them  Uses movement to express feelings  Knows why it is important to warm up the body before exercise  <u>Floor work</u> Create sequences linking ideas

<p>Leap, bounce and jump in different ways</p> <p>Run and jump over low hurdles</p> <p>Understands that a run with a jump is from one foot and a stationery jump is from 2 feet</p> <p><u>Running</u> Short distances Relay passing baton over short distances Knows to start with one foot in front of the other</p> <p><u>Throwing</u> Standing overarm throw at targets Knows how to get into sideways position</p>	<p>Leap, bounce and jump in different ways</p> <p>Run and jump over low hurdles</p> <p>Understands that a run with a jump is from one foot and a stationery jump is from 2 feet</p> <p><u>Running</u> Short distances Relay passing baton over short distances Knows to start with one foot in front of the other</p> <p><u>Throwing</u> Standing overarm throw at targets Knows how to get into sideways position</p>	<p>Create sequences linking ideas</p> <p>Knows importance of moving from one move gracefully to another</p> <p><u>Apparatus</u> Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p>Knows how to transport apparatus safely and how to use apparatus safely</p>	<p>Create sequences linking ideas</p> <p>Knows importance of moving from one move gracefully to another</p> <p><u>Apparatus</u> Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p>Knows how to transport apparatus safely and how to use apparatus safely</p>	<p>ACTION: travel (fundamental stepping patterns)</p> <p>SPACE: show changes in level</p> <p>RELATIONSHIPS: work individually</p> <p>DYNAMICS: try to show changes in speed</p> <p><u>Performance</u> Can perform individually and is engaged and motivated</p> <p>Knows how to move in time to the music</p>	<p>Knows importance of moving from one move gracefully to another</p> <p><u>Apparatus</u> Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p>Knows how to transport apparatus safely and how to use apparatus safely</p>
<p>Vocabulary: Around Avoid Backwards Forwards Jumping Space Start Stop Turn Twist Catch Throw</p>	<p>Vocabulary: Backwards Balance Bend Control Forwards Gallop Jump Reach Slide Space</p>	<p>Vocabulary: Balances Directions High Levels Low Parts Quietly Shape Control Gymnastics</p>	<p>Vocabulary: Around Link Movements Over Shapes Starting Stopping Stretch Travelling Under</p>	<p>Vocabulary: Actions Creative Dance Focus Movement Performance Space Speed Timing Travelling</p>	<p>Vocabulary: Balance Bend Control Dodge Jump Leap Pull Push Reach Twist</p>

Reception					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Movement Skills 2	Theme: Athletics	Theme: Gymnastics – Flight, Bouncing, Jumping, and Landing	Theme: Net and Wall Game Skills 1	Theme: Target Games 1	Theme: Striking and Fielding Game Skills 1
Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive ELG: Managing Self ELG: Self-Regulation ELG: Listening, Attention and Understanding ELG: Speaking	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Self-Regulation ELG: Listening, Attention and Understanding ELG: Speaking	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Being Imaginative and Expressive	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Self-Regulation	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships ELG: Self-Regulation ELG: Managing Self ELG: Listening, Attention and Understanding ELG: Speaking	Stat. Framework for EYFS: ELG: Gross Motor Skills ELG: Building Relationships
Skills: Experiments with different ways of moving  Talks positively about self and abilities  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks  <u>SAQ</u> Step over and through cones.  <u>Jumps</u>	Skills: Travels with confidence and skill around, under, over and through  Explains own knowledge and understanding, and asks appropriate questions of others  Practices some appropriate safety measures without direct supervision  <u>SAQ</u> Step over and through cones.	Skills: Able to jump off an object and land appropriately.  Takes steps to resolve conflicts with other children  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Knows why it is important to warm up the body before exercise	Skills: Able to show increasing control over an object in pushing, patting, throwing, catching or kicking it  Aware of boundaries set, and of behavioural expectations  Shows understanding of how to transport and store equipment safely  <u>Moving around court</u> Ready position Moving sideways to strike	Skills: Can negotiate space successfully when playing chasing games  Confident to speak to others about own needs, wants, interests and opinions  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks  <u>Throwing</u>	Skills: Able to show increasing control over an object in pushing, patting, throwing, catching or kicking it  Can usually solve problems without aggression  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks  <u>Batting</u>

<p>Leap, bounce and jump in different ways</p> <p>Run and jump over low hurdles</p> <p>Understands that a run with a jump is from one foot and a stationery jump is from 2 feet</p> <p><u>Running</u> Short distances Relay passing baton over short distances Knows to start with one foot in front of the other</p> <p><u>Throwing</u> Standing overarm throw at targets Knows how to get into sideways position</p>	<p><u>Jumps</u> Leap, bounce and jump in different ways</p> <p>Run and jump over low hurdles</p> <p>Understands that a run with a jump is from one foot and a stationery jump is from 2 feet</p> <p><u>Running</u> Short distances Relay passing baton over short distances Knows to start with one foot in front of the other</p> <p><u>Throwing</u> Standing overarm throw at targets Knows how to get into sideways position</p>	<p><u>Floor work</u> Create sequences linking ideas</p> <p>Knows importance of moving from one move gracefully to another</p> <p><u>Apparatus</u> Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel</p> <p>Knows how to transport apparatus safely and how to use apparatus safely</p>	<p>Knows how to have weight on balls of feet when moving around the court</p> <p><u>Racket control</u> Grip with dominant hand Move ball around forehand and backhand Knows which is dominant hand and to move ball around using forehand and backhand</p> <p><u>Range of shots</u> Hit a ball from a tee Knows how to get into a sideways position and strike from a high back lift</p> <p><u>Game play</u> Throw and catch after one bounce Knows how to track a ball with eyes and to can move laterally in line to receive</p>	<p>Throwing under arm at a target, using both hands</p> <p><u>Striking</u> Kicking a ball at a target, using both feet</p> <p><u>Rolling</u> Rolling a ball at a target, using both hands</p>	<p>Hitting off tees</p> <p>Running between marked points</p> <p>Knows how to grip a bat and to run after hitting the ball</p> <p><u>Ground fielding</u> Catching: ready position, W shape and cushioning Two handed pick up and overarm throw</p> <p><u>Bowling</u> Bowling after rocking back into action Knows the correct grip and sideways stance.</p> <p><u>Wicket keeping</u> Stance behind one stump and receive ball from throw without moving backwards</p>
<p>Vocabulary: Around Backwards Forwards Jumping Obstacle</p>	<p>Vocabulary: Competition Demonstrate Equipment Galloping Jogging</p>	<p>Vocabulary: Bouncing Challenge Flight Height Jumping</p>	<p>Vocabulary: Catching Control Forearm Patting Power</p>	<p>Vocabulary: Aiming Accuracy Catching Force Overarm</p>	<p>Vocabulary: Back Peddle Fielding Hit Position Reaction</p>

Distance Space Start Stop Volley Punting	Jumping Running Skipping Straight Throwing	Landing Length Performing Routine Travel	Pushing Receiving Sending Throwing Strong	Safety Strike Target Throwing Underarm	Return Roll Target Throw Striking
---	--	--	---	--	---

**Additional units taught by class teachers**

Nursery – Summer A	Reception – Autumn B
Theme: Dance - Jungle	Theme: Dance – Seasons
Dev. Matters Reference: ELG: Being Imaginative and Expressive ELG: Building Relationships	Dev. Matters Reference: ELG: Being Imaginative and Expressive ELG: Building Relationships
Skills:  Moves freely and with pleasure and confidence in a range of ways. Keeps play going by responding to what others are saying or doing. Enjoys joining in with dancing and ring games.  <u>Choreography</u>  Can create simple actions and movements from a range of stimuli including simple pictures, single words, familiar props or pieces of music  ACTION: travel (fundamental stepping patterns) SPACE: show changes in level RELATIONSHIPS: work individually DYNAMICS: try to show changes in speed  <u>Performance</u>	Skills:  Explains own knowledge and understanding, and asks appropriate questions of others.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Experiments with different ways of moving.  <u>Choreography</u>  Can create simple actions and movements from a range of stimuli including simple pictures, single words, familiar props or pieces of music  ACTION: travel (fundamental stepping patterns) SPACE: show changes in level RELATIONSHIPS: work individually DYNAMICS: try to show changes in speed

<p>Can perform individually and is engaged and motivated</p> <p>Knows how to move in time to the music</p>	<p><u>Performance</u></p> <p>Can perform individually and is engaged and motivated</p> <p>Knows how to move in time to the music</p>
<p>Vocabulary:</p> <p>Travel</p> <p>Patterns</p> <p>Speed</p> <p>Props</p>	<p>Vocabulary:</p> <p>Travel</p> <p>Patterns</p> <p>Speed</p> <p>Props</p>