



Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

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Personal, Social and Emotional Development

EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.





Children in reception will be learning to:

Examples of how to support this:

See themselves as a valuable individual.

Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.

Take opportunities in class to highlight a child's interests, showing you know them and about them.

Build constructive and respectful relationships.

Make sure children are encouraged to listen to each other as well as the staff.

Ensure children's play regularly involves sharing and cooperating with friends and other peers.

Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Allow children time in friendship groups as well as other groupings.

Have high expectations for children following instructions, with high levels of support when necessary.

Express their feelings and consider the feelings of others.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.

Undertake specific activities that encourage talk about feelings and their opinions.



Children in reception will be learning to:

Examples of how to support this:

Show resilience and perseverance in the face of challenge.

Offer constructive support and recognition of child's personal achievements.

Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.

Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.

Help children to set own goals and to achieve them.

Identify and moderate their own feelings socially and emotionally.

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.

Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Think about the perspectives of others.

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.

Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.



Children in reception will be learning to:

Manage their own needs.

- Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Examples of how to support this:

Model practices that support good hygiene, such as insisting on washing hands before snack time.

Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

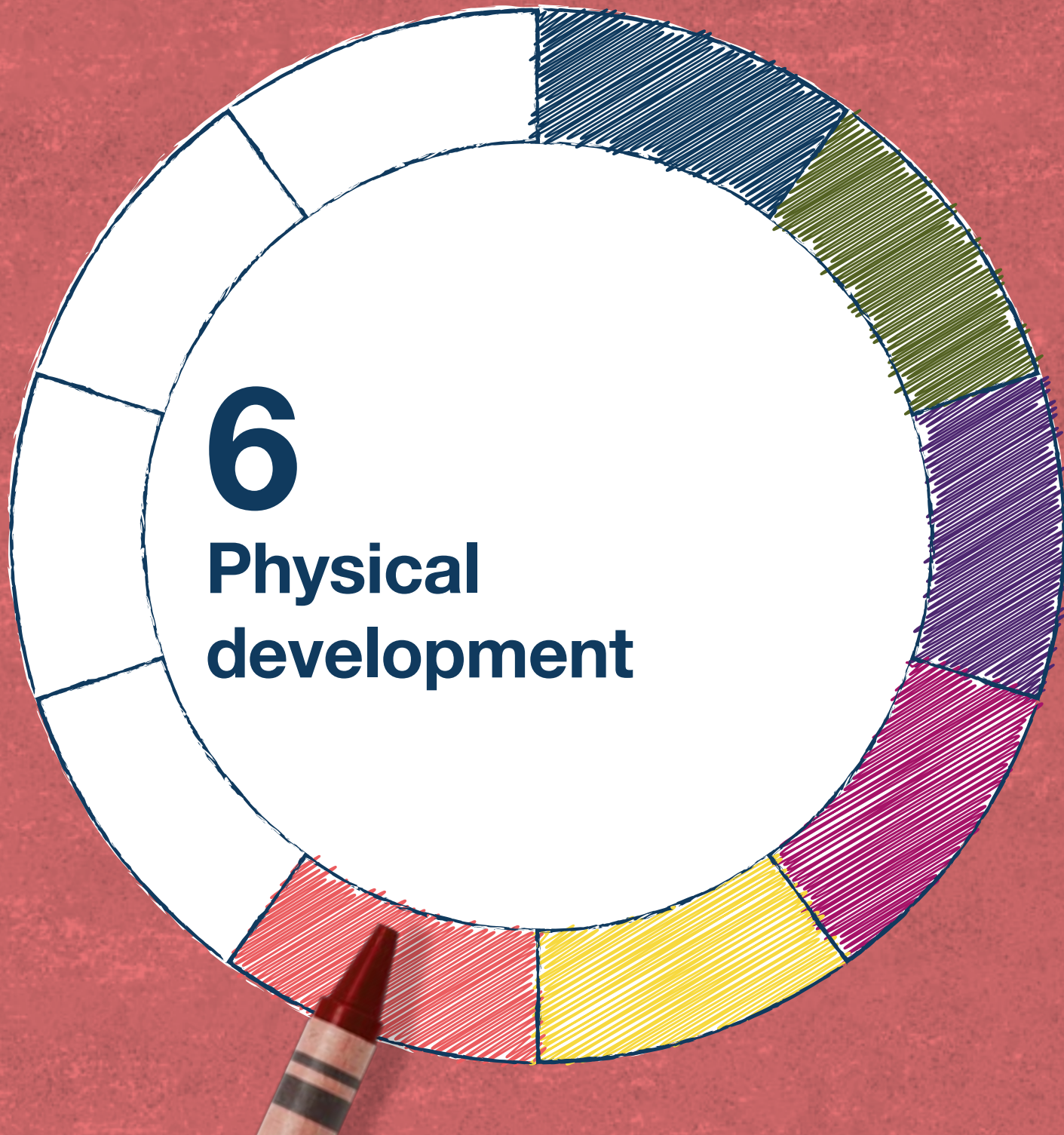
Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Talk with children about exercise, healthy eating and the importance of sleep.

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.





Physical Development

EYFS Statutory Educational Programme: 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.





Children in reception will be learning to:

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Examples of how to support this:

Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.

Give children experience of carrying things up and down on different levels (slopes, hills and steps).

Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.

Provide regular access to floor space indoors for movement.

Ensure that spaces are accessible to children with varying confidence levels, skills and needs.

Provide a wide range of activities to support a broad range of abilities.

Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.

Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.

Model precise vocabulary to describe movement and directionality, and encourage children to use it.



Children in reception will be learning to:

Examples of how to support this:

Progress towards a more fluent style of moving, with developing control and grace.

Provide children with regular opportunities to practise their movement skills alone and with others.

Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.

Encourage children to conclude movements in balance and stillness.

Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Encourage children to be highly active and get out of breath several times every day.

Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.



Children in reception will be learning to:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Examples of how to support this:

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- that they can move and rotate their lower arms and wrists independently

Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.

Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.

Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?

Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.



Children in reception will be learning to:

Examples of how to support this:

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Provide areas for sitting at a table that are quiet, purposeful and free of distraction.

Give children regular, sensitive reminders about correct posture.

Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest.

Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.

Combine different movements with ease and fluency.

Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.

Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.

Encourage precision and accuracy when beginning and ending movements.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

Develop overall body-strength, balance, co-ordination and agility.



Children in reception will be learning to:

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Examples of how to support this:

Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.

Introduce full-sized balls when children are confident to engage with them.

Introduce tennis balls, ping pong balls, beach balls and balloons.

Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.

Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.

Encourage children to draw freely.

Engage children in structured activities: guide them in what to draw, write or copy.

Teach and model correct letter formation.

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.



Children in reception will be learning to:

Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes

Examples of how to support this:

Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.

Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.

Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

