

# Physical Development

## Educational Programme – statutory guidance

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.

We will achieve this by supporting the children to-

- Enjoy being healthy and strong and active
- Know how we can keep our bodies healthy and well
- Show core strength, balance and co-ordination when playing
- Move energetically, confidently and safely in a variety of different ways - running, jumping, dancing, climbing...

Children who can move with confidence, balance and co-ordination will be able to refine their fine motor skills so they are able to safely control tools that help them access the wider curriculum. They will then be able to show accuracy and care when using-

- Pencils for drawing and writing
- Paintbrushes for creative and expressive activities
- Hammers, screwdrivers for making and building
- Scissors for cutting and making, art and design
- Cutlery for eating and cooking

EYFS Area of learning	Autumn	Spring	Summer
Gross motor skills	-Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills -Goes up steps and stairs, or climbs up apparatus, using alternate feet -Skips, hops, stands on one leg and can hold a pose for a game like musical statues -Uses large-muscle movements to wave flags and streamers, paint and make marks -Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams -Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm -Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width -Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel -Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	-Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing -Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor -Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group -Is developing overall body-strength, balance, co-ordination and agility -Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity	-Is progressing towards a more fluent style of moving, with developing control and grace -Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming -Is able to combine different movements with ease and fluency -Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming -Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball -Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian, lining up and queuing, mealtimes, personal hygiene -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Demonstrate strength, balance and coordination when playing; -Negotiate space and obstacles safely, with consideration for themselves and others;
Vocabulary	Walk, hop, crawl, travel, stop, start, balance, turn, direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination, balance, high, low		
How this is covered:	-Use the stairs handrail -Paints with up and down strokes -Can sit on a chair with increasing stability and try to cross legs on carpet, if physically able to -Can walk, run and stand on tiptoe -Can stand on one leg for 3-5 seconds -Can stand / walk on heels when shown -Can copy actions of others -Engages in messy play	-Paints with correct strokes -Can sit with stability on a chair and cross legs on carpet -Can climb a ladder -Can hop on a preferred foot -Can stand on one leg for 8-10 seconds	-Can walk up and down stairs one foot per stair -Can walk on a narrow line -Can hop on either foot -Can walk on heels -Active and skilful in climbing, swinging, digging, sliding -Skips on alternate feet -Plays all variety of ball games – can kick, catch and throw a ball -Can copy a sequences of actions
Checkpoints	-Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. -Stops or attempts to avoid obstacles when running. -Explores and uses climbing equipment, with a little adult support at challenging parts. -Begins to run with more fluency, avoiding obstacles. -Explores and develops confidence in different ways of moving, e.g. hopping. -Independently uses climbing equipment, e.g. the trim trail. -Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.	Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. -Demonstrates good posture when working on table-top activities. -Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.	ELG - Negotiates space and obstacles safely, with consideration for themselves and others. ELG - Demonstrates strength, balance and coordination when playing. ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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EYFS Area of learning	Autumn	Spring	Summer
<b>Fine motor skills</b>	<ul style="list-style-type: none"><li>-Uses one-handed tools and equipment, e.g. making snips in paper with scissors</li><li>-Uses a comfortable grip with good control when holding pens and pencils</li><li>-Is starting to eat independently and learning how to use a knife and fork</li><li>-Shows a preference for a dominant hand</li><li>-Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</li><li>-Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</li><li>-Is able to make healthy choices about food, drink, activity and tooth brushing</li></ul>	<ul style="list-style-type: none"><li>-Is developing the foundations of a handwriting style which is fast, accurate and efficient</li><li>-Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li></ul>	<ul style="list-style-type: none"><li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>-Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>-Begin to show accuracy and care when drawing.</li></ul>
<b>Vocabulary</b>	Snip, cut, turn, grip, control, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,		
<b>How this is covered:</b>	<ul style="list-style-type: none"><li>-Holds a pencil with developing control</li><li>-Put arms into coat</li><li>-Fasten buttons</li><li>-Begin to eat with a fork and spoon and trying to use a knife.</li><li>-Try different foods</li><li>-Wash hands independently</li><li>-Go to the toilet independently and is able to wipe themselves clean</li><li>-Use the stairs handrail</li><li>-Use scissors to make snips in paper and try to hold scissors correctly</li></ul>	<ul style="list-style-type: none"><li>-Holds a pencil effectively, mostly with a tripod grip</li><li>-Put on socks and shoes</li><li>-Do up a zip to the top once started</li><li>-Become more confident when using a fork and spoon</li><li>-Pour a drink</li><li>-Use scissors to cut paper and hold scissors correctly</li></ul>	<ul style="list-style-type: none"><li>-Holds pencil with an effective tripod grip and holds paper with other hands</li><li>-Can get changed and unchanged with very little support</li><li>-Can put coat on independently.</li><li>-Try to cut up own food with a knife</li><li>-Knows what food they like / dislike</li><li>-Go to the toilet independently and is able to wipe themselves clean</li><li>-Uses scissors competently to cut out shapes</li></ul>
<b>Checkpoints</b>	<ul style="list-style-type: none"><li>-Uses a spoon or fork to eat independently.</li><li>-Uses mark-making tools such as paintbrushes, pens and chalk.</li><li>-Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).</li><li>-Has developed a dominant hand.</li><li>-Cuts straight lines with scissors/snippers.</li><li>-Draws circles, horizontal/vertical lines.</li><li>-Uses a spoon or fork to eat with increased control and independence.</li><li>-Forms the pre-writing shapes.</li><li>-Forms all the letters of their names correctly.</li><li>-Forms some recognisable letters for the full alphabet.</li><li>-Uses an effective (non-palmer pencil grip)</li><li>-Uses scissors to cut out a simple shape independently, e.g. circle/square.</li><li>-Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</li></ul>	<ul style="list-style-type: none"><li>-Uses a knife and fork, attempting to cut soft foods.</li><li>-Forms many letters of the alphabet with correct formation.</li><li>-Working towards or using a tripod grip.</li><li>-Uses scissors with effective hand-positioning and with control.</li><li>-Adds detail to drawings, e.g. eyelashes or windows on a house.</li></ul>	<p>ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing</p>