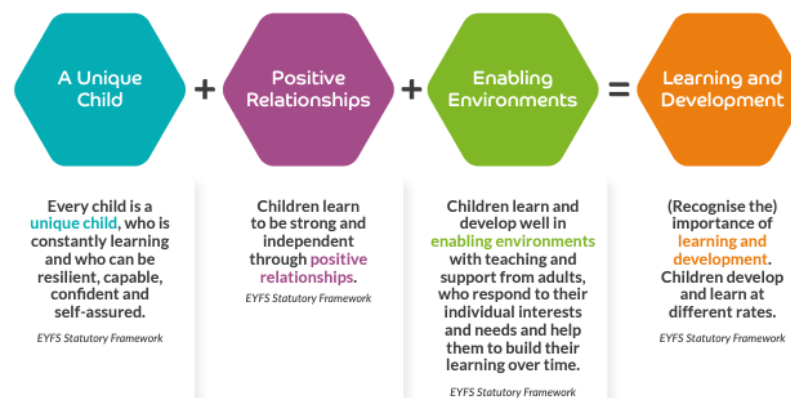


Physical Development

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.





Moving

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year old	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			

	depending on its length and width.					
Reception	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 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.	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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.	Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.	Combine different movements with ease and fluency. 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.	Combine different movements with ease and fluency. 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.	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.
ELG			Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	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, skipping and climbing.	Move energetically such as running, jumping, dancing, skipping and climbing.	Move energetically such as running, jumping, dancing, skipping and climbing.	Move energetically such as running, jumping, dancing, skipping and climbing.
	Autumn 1 Fundamental movements	Autumn 2 Gymnastics	Spring 1 Movement Development Dance	Spring 2 Team games/multi- skills	Summer 1 Ball skills	Summer 2 Athletics
	Children will access the outdoors, and develop balance and coordination skills to enable them to travel in a variety of ways, including over, under, through and around obstacle equipment. Pupils will explore outdoor equipment such as bikes, scooters, skipping ropes, steppers, bats and balls. This will develop children's gross motor skills. Children will develop their spatial awareness. They will move in different ways - slithering, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Children will continue to build on moving in different ways. They will have opportunities to explore balancing on different equipment on the outdoor areas and to explore balances on different parts of their bodies. Children will be taught to perform an egg roll and a straight jump. They will be taught how to jump off P.E equipment safely. Children will begin to link 2-3 movements together showing control.	Children will improve their speed, agility, balance, strength and co-ordination through a range of games. They will continue to improve their ability to land and stop safely during physical education. Children will explore linking movements together with improved fluency and grace during dance sessions. They will match their movements to the speed of the music.	Children will play a range of games using different equipment. They will begin to hold and handle P.E equipment safely. Children will run into spaces avoiding obstacles. They will take turns playing different roles and using different equipment. Children will play games in pairs and groups. Children will be given opportunities to roll, pass, throw, kick, push, roll and bounce balls.	Children will use a variety of balls with increased control when rolling, passing, catching, throwing, aiming and kicking a ball. They will work within a pair and group.	Children will continue to improve their agility. They will learn to run and jump on the ball of their feet. Children will learn to throw underarm and increase the distance that the ball can travel. They will play games that encourage throwing accuracy. Children will learn how to perform a standing jump. Children will improve their running skills.

Fine motor control						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.			
Reception	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
ELG			Hold a pencil effectively in preparation for fluent	Hold a pencil effectively in preparation for fluent	Hold a pencil effectively in preparation for fluent	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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Children will engage in a variety of fine motor control activities including: threading, construction, mark making and dough activities. Pupils will also access targeted Dough Gym and Squiggle and Wiggle activities to support pencil grip and strength. Children will have opportunities to use gardening equipment - digging.	Children will focus on holding a pencil correctly and with increasing control. They will focus on how to hold a paintbrush and other painting tools with increasing control. Children will begin to hold scissors and cut in a straight line.	Children will develop their cutting skills - cutting in a straight line, curved lines, different materials.	Children will focus on joining techniques - glue, tape, levers.	The focus of this half term will be using a knife, fork and spoon correctly and different baking/cooking equipment	Children will work with textiles and learn simple weaving techniques.

Self-care Dressing and undressing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 year olds	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		
Reception children	Further develop the skills they need to	Further develop the skills they need to	Further develop the skills they need to	Further develop the skills they need to		

	manage the school day successfully: • lining up and queuing • mealtimes	manage the school day successfully: • lining up and queuing • mealtimes	manage the school day successfully: • lining up and queuing • mealtimes	manage the school day successfully: • lining up and queuing • mealtimes		
ELG			Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.
	Focus on lining up/dressing and undressing. Daily routines.	Focus on independence at lunch times.	Refer to moving section	Refer to moving section	Refer to moving section	Refer to moving section

Core Body Strength						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds						

Reception	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.				
ELG			Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.
	Refer to Movement section					