



Physical Development in EYFS

Statutory Guidance- 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Three and Four-Year-Olds</p> <p>(Not on track - Working below ARE)</p>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	<p>Physical Development</p>	<ul style="list-style-type: none"> • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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, depending on its length and width. • 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. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Reception (On track - meeting ARE)	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity
	Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination 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. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.

ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The skills that will be covered throughout the year to achieve this...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Fundamental skills	Theme: Superworm/ Dance	Theme: Castles	Theme: Minibeasts	Theme: Jack and the Beanstalk	Theme: Seaside/ Outdoor
Skills to be covered: -Dressing and Undressing -Jumping and landing - Hopping -Under arm throw - Over arm throw -Climbing under and over large and small apparatus	Skills to be covered: -Travelling in different ways -Jumping -Hopping and skipping -Catching a large ball -Climbing and balancing <i>-Multi-skills session</i>	Skills to be covered: -Rolling a ball - Under arm throw -Jumping and landing -Gymnastic rolls -Climbing with alternative feet using climbing frame	Skills to be covered: -Catching with accuracy -Rolling in a variety of ways -Climbing under and over large apparatus <i>Multi-skills session</i>	Skills to be covered: -Different ways of moving -Pushing and Patting balls -Jumping - Rolls -Rolling a ball -Climbing	Skills to be covered: Team games <i>Sports Day</i> <i>Multi Skills</i> Review all skills learnt

Assessment

- 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.
- Use their core muscle strength to achieve a good posture.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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.

Vocabulary

Balance, direction, jumping, running, throwing, catching, hopping, moving, skipping, under arm, roll, Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles