

## Grove Vale EYFS - Physical Development

### Early Learning Goal

#### Gross Motor Skills

Children at the expected level of development will:

- 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.

#### Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

### 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.

### Development Matters - Reception

Children in reception will be learning to:

Examples of how to support this:

<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> </ul>	<p>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.</p> <p>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.</p>
<b>Children in reception will be learning to:</b>	<b>Examples of how to support this:</b>
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

<p>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.</p>	<p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> <li>- that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers</li> <li>- that they can move and rotate their lower arms and wrists independently.</li> </ul> <p>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.</p> <p>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 and efficient handwriting style will become increasingly automatic</p>
<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>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</p>

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.
<b>Children in reception will be learning to:</b>	<b>Examples of how to support this:</b>
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.	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.
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.	Provide a range of different sized 'balls' made out of 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.
Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.

<p>Know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<p>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.</p>
<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul>	<p>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. 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.</p>

## Skills and Knowledge

### Autumn

Gross Motor Skills	Fine Motor Skills
<p>Use crates, tyres, tubes to create own structures.</p> <p>Develop movement skills through games with beanbags, cones, balls and hoops.</p>	<p>Draw lines and circles using gross motor movements.</p> <p>Use a fork.</p> <p>Use scissors to cut roughly around pictures.</p>

<p>Move in different ways and at different speeds - eg stuck in the mud, rolling, kicking.</p> <p>Jump with 2 feet together.</p> <p>Move under, over and through equip.</p> <p>Balance on one leg.</p> <p>Change direction when walking.</p> <p>Walk on tiptoes.</p> <p>Roll a ball to a target.</p> <p>Build a tower.</p> <p>Kick a ball.</p>	<p>Complete a simple jigsaw (6 pieces).</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Thread beads on string.</p>
Spring	
<b>Gross Motor Skills</b>	<b>Fine Motor Skills</b>
<p>Catch a ball with hands instead of using arms and body.</p> <p>Hop on one foot.</p> <p>Jump over an object and land with both feet together.</p> <p>Stand on one foot for 10 seconds.</p> <p>Walk backwards heel- toe.</p> <p>Jump forwards 10 times.</p> <p>Be able to balance on a piece of apparatus.</p> <p>Be able to throw and catch a large ball — over arm and under arm.</p> <p>Dance to link in with learning theme,</p> <p>Copy a dance pattern.</p> <p>Link 2 dance movements together.</p>	<p>Button clothes.</p> <p>Draw circles using anticlockwise movements and retrace vertical lines.</p> <p>Form letters correctly.</p> <p>Draw a person.</p> <p>Use a paintbrush, pencil and crayon with tripod grasp.</p> <p>Colour inside the lines.</p>

Summer	
Gross Motor Skills	Fine Motor Skills
<p>Kick a ball with control.</p> <p>Catch a small ball using hands only.</p> <p>Hop on one foot.</p> <p>Jump over an object and land with both feet together.</p> <p>Run around obstacles (change direction).</p> <p>Move in a variety of ways — (hop, gallop, tiptoe, jump, eg follow my leader) including in and out of obstacles (cones etc) .</p> <p>Move into space.</p> <p>Can hop confidently.</p> <p>Can skip in time to music.</p> <p>Balance along a bench.</p> <p>Throw and catch a small ball consistently.</p> <p>Run smoothly with arms opposing legs.</p> <p>Run around obstacles while maintaining balance.</p> <p>Jump over an object and land with both feet together.</p> <p>Be able to participate in a game with an opposing side.</p> <p>Be able to control a ball within a game setting.</p>	<p>Handle tools effectively (hammer, drill, saw).</p> <p>Use a pencil effectively.</p> <p>Cut out simple shapes.</p> <p>Write numbers 1-10 independently.</p> <p>Use knife and fork for soft foods.</p> <p>Complete a 20 piece jigsaw.</p> <p>Hold paper in position and use preferred hand.</p> <p>Use correct pencil grip.</p> <p>Begin to write on lines.</p> <p>Begin to control letter size.</p> <p>Cut neatly around shapes.</p> <p>Show pencil control.</p> <p>Draw detailed pictures with recognisable objects.</p>