



EYFS: Physical Development

The rate at which young children develop physically has many variables. Many of the fine and gross motor skills introduced in the Autumn term will be ongoing throughout the year, with children being given many opportunities to practice and refine them through the teaching of our carefully and ambitiously sequenced curriculum, Get Set 4 Education PE Scheme, Move to Write and the exploration of our free-flow outdoor provision. Repeated and varied opportunities to explore and play with PE equipment, small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery 3-4 Year Olds	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Skip, hop, stand on one leg and hold a pose in different games.</p> <p>Begin to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Explore and develop catching, patting, aiming, batting and kicking a large ball.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show increased</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams, and begin to talk about which ones they enjoy.</p> <p>Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Show a preference for a dominant hand. (<i>Literacy link</i>)</p> <p>Use a comfortable grip with good control when holding pens and pencils. (<i>Literacy link</i>)</p>

	marks. (<i>Literacy link</i>)	<p>Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks.</p> <p>Choose the right resources to carry out their own plan.</p>		<p>confidence in movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>		
<p>End of Nursery:</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>						

SEATON
ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Develop the skills needed to manage the school day successfully; lining up, queueing, snack & mealtimes and personal hygiene.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (<i>strong start through teaching of Little Wandle handwriting</i>).</p> <p>Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient (<i>Little Wandle</i>)</p>	<p>Progress towards a more fluent style of moving, with developing control and grace through the teaching of <i>Get Set 4 Education</i>.</p> <p>Combine different movements with ease and fluency.</p> <p>To show awareness of safety when using small and large apparatus.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>To show awareness of safety when using small and large apparatus.</p> <p>To use and remember sequences and patterns of movements, relating to music and rhythm.</p> <p>Revise and refine the fundamental movement skills they have already acquired through the teaching of <i>Get Set 4 Education</i>; rolling, walking, jumping, running,</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Progress towards a more fluent style of moving, with developing control and grace through the teaching of</p>	<p>Develop overall body-strength, balance, co-ordination and agility through the teaching of <i>Gymnastics</i>.</p> <p>Explore a range of different ways to move using skills taught previously.</p> <p>To show awareness of safety when using small and large apparatus.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently; tools: <i>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></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 and sport.</p>		<p>hopping, skipping and climbing.</p>	<p><i>dance.</i></p> <p>To build confidence to try new challenges and perform in front of others.</p>	
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End Point:

ELG: Gross Motor

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.

End Point:

ELG: Fine Motor

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



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