**Early Years Foundation Stage Physical Development**

At St.Peter’s we recognise that physical activity plays an important part in a child’s development, enabling them to lead happy, healthy and active lives. Within the Early Years Foundation Stage (EYFS - Kindergarten and Reception) we follow the Physical Development part of The Early Learning Stage Curriculum. In order to develop a child’s gross motor and fine motor skills, opportunities for play and exploration are provided by weekly PE sessions in the hall and daily access to their own EYFS outdoor play area. Through the varied play activities and experiences provided in the outdoor play area and in the hall, the children are supported to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the basis for developing healthy bodies and social and emotional wellbeing. Fine motor control helps with hand eye coordination which is linked to early literacy. Children are given the opportunity to explore a wide variety of small world activities, puzzles, arts and crafts and the practise of using small tools, allowing the children to develop proficiency, control and confidence. Forming part of this developmental curriculum is The Fundamental Movement Skills (FMS). These are the building blocks for movement that help prepare children for participation in a wide range of school aged physical activities and sports and will ready them for a lifelong habit of being physically active and healthy.The five FMS are movement patterns that involve different body parts such as the legs, arms, trunk and head and include such skills as running, hopping, catching, throwing and jumping. These are the foundation movements necessary for 3-8year old children as a precursor to the more specialised, complex skills used in play, games, sports, dance, gymnastics and outdoor education.

**Kindergarten Physical Development Overview**

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| **Age Range** | **Physical Development** |
| **Kindergarten (three and four year olds**) | * 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. * Are increasingly able to use and remember sequences and pattern of music that are related to music and rhythm. * Match their developing physical skills to task 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 reference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |

**Fundamental Movement Skills**

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| Running | Jumping | Hopping | Throwing | Catching |