A close up of a logo

Description automatically generated**EYFS Physical Development at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

*Statutory requirement*

*Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. 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.*

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| Child playing on playground equipment | **Nursery** | **Reception** | **Year 1** |
|  | Personal hygiene and self care (links with PSED) | |  |
| **Gross Motor** | Skills fun day **Core Stability**  Ride wheeled toys  Ride two wheeled scooter  Balance across a beam  Balance  **Upper Body Strength**  Lifting,  Climbing  Swinging  Hold a body shape  Balance on different parts of body  Yoga- cosmic kids  **Cross mid line**  Throw a ball into a target  **Bi-lateral Cordination**  March  Jump  Hop  Stand on one leg  Climb, swing, balance  Negotiate body in a space- tunnel, box, tent  Crawl through  Move to music using whole body  Running building stamina as well as movement | PE Plan  Throw accurately  Move at speed  Jump Safely  Dance – link to Diwali  Learn a short sequence based on the Rama and Sita story  Rehearse and perform  Body Management  Balance  Stretch  Low and high  Gymnastics  Pupils can move in a variety of different ways.  Pupils can demonstrate some understanding of shape and space  Balance items on different body parts  Travel/ move through and under apparatus  Can roll and throw a variety of balls  Can hit a target  Can work in a team  Can play a basketball type game  Attempt to hit a ball towards a goal  Preparation for Sports Day  Learning rely races  Egg and Spoon  Obstacle course  Hurdles  Running races  Building and developing T1-5 skills | **Physical Literacy**  Focus on fundamental movement skills (running, jumping, throwing, catching) through fun games and activities.  **Social Development**  Emphasis on cooperation, teamwork, and basic communication during activities**.**  **Understanding of Rules**  Introduction to simple game rules, playing in small groups, and exposure to basic sports like tag games, relay races, and modified versions of traditional sports.  **Dance**  **Introduction to Rhythm and Movement**   * Basic Movements: Introduce fundamental movements like walking, hopping, skipping, and jumping. * Rhythm Awareness: Use music to help children understand rhythm and timing. * Simple Choreography: Create basic sequences using familiar movements to develop coordination.     **Exploring Different Dance Styles**   * Introduction to Dance Styles: Introduce different styles like ballet, folk dance, or cultural dances. * Basic Technique: Focus on posture, body alignment, and basic dance steps relevant to chosen styles. * Creative Expression: Encourage students to create short dance sequences based on given themes or concepts. |
| **Fine Motor** | **Fine Motor**  Shoulders- chalks, easel, digging  Elbows- climbing, saws, dance ribbon and scarves  Wrists- threading, fishing games, flicking wat/ paint games  Finger-Hold mark making tools with 2 fingers and thumb  Draw lines and circles  thread Tweeezer  Use scissors to snip and cut straight line  Use tools for creative work eg playdough tools, Sellotape  Manipulate material  Use tweezers  Complete finger rhymes move fingers independently  Building structure patterns | Children will use a tripod grip when using mark making tools and pens and pencils. They will develop a comfortable grip enabling increasing control, stamina and accuracy.  Children will hold scissors correctly either loop or standard progressing to a comfortable hold increasing accuracy in cutting. See cutting skills progression.  The development of fine motor skills happens though daily access to resources activities and planned opportunities provided though continuous provision e.g., threading |  |
|  | * Fundamental movement skills: Walking, running, jumping, throwing, catching, balancing. * Activities to develop gross motor skills: Obstacle courses, dance, simple ball games. * Basic spatial awareness and coordination exercises.   **Social Development:**   * Emphasis on cooperative play and sharing. * Group activities encouraging interaction and communication.   **Physical Literacy:**   * Introduction to teamwork through basic group games.   **Understanding of Rules and Sports:**   * Simple games with basic rules, such as 'Simon Says' or 'Duck, Duck, Goose.' * Introduce the concept of following instructions in physical activities. * Familiarization with basic equipment and its uses in a playful manner. | **Physical Literacy:**   * Refinement of fundamental movement skills: Skipping, hopping, galloping. * Introduction to basic sports-related movements: Kicking, throwing, and catching with greater accuracy. * Coordination activities involving more complex tasks.   **Social Development:**   * Encouraging teamwork through group games and activities. * Emphasis on fair play and good sportsmanship. * Activities promoting communication, such as relay races or partner exercises.   **Understanding of Rules and Sports:**   * Introduction to simple sports rules: Football, basketball, or tag games with modified rules. * Practice following and understanding more structured game rules. * Exposure to a variety of sports and their basic concepts.   **Key Considerations for Progression:**   * Building Foundations: The Nursery stage should focus on building fundamental movement skills and fostering a love for physical activity without a strict emphasis on structured games. * Increasing Complexity: As children move through Reception, the activities should gradually become more complex, introducing them to basic sports rules and refining their motor skills. * Inclusivity and Enjoyment: Ensure that the activities are inclusive and enjoyable for all children, regardless of their skill level, promoting a positive attitude towards physical activity. * Integration of Learning: Connect physical education with other areas of learning, such as mathematics (counting steps in a game), language (describing movements), or science (understanding the body during exercise). |  |