

**PE (EYFS PD - Physical Development - Gross Motor Skills and Fine Motor Skills)**

	Learning experiences - implementation	Key vocabulary and what children need to know	Development Matters in the EYFS	Links to Year 1 Threshold concepts/National Curriculum
<b>Sunbeams 2 to 3 year olds</b>	<p><b>Gross Motor skills</b>            Opportunities for walking and running outside with hills, flat areas and different surfaces.            Large play equipment, including climbing – e.g. loose part play, PE Equipment (gross motor development). Opportunities for children to choose and make safe choices e.g. tools            Opportunities to move spontaneously to music e.g. cd players, music instruments, scarves, streamers, ribbons, musical games            Role play (e.g. road layouts, den building, picnics)            Gross Motor exercises to music.            Digging in the sandpit.</p> <p><b>Fine Motor Skills</b>            Provide opportunities to encourage children to explore books and turning pages            Mark making equipment indoors and outdoors.            Water/sand play/snack time – opportunities for pouring/filling.            Funky finger activities e.g. dough gym, write dance, tweezers and marbles, threading.</p>	<p>Run, foot, squat, ground, rise, climb, kick, control, steady, walks, pours, pages, careful, fingers (tripod grip), copy, upstairs, downstairs, hand.</p>	<p><b>Gross Motor</b>            Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.            Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p><b>Fine Motor</b>            Develop manipulation and control.            Explore different materials and tools.</p>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>

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			<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	
<p><b>Sun Class 3 to 4 year olds</b></p>	<p><b>Gross Motor Skills</b>            Providing opportunities for games with balls, hoops, cones, tunnels, bean bags.            Opportunities for loose part play, e.g. milk crates, tyres, large cardboard tubes, planks.            Climbing equipment, balancing equipment, target throwing, rolling, kicking and catching.            Bikes and Scooters            Write Dance Activities and Gross Motor exercises to music.            Washing windows</p> <p><b>Fine Motor Skills</b>            Opportunities for construction, threading, posting, dolls clothes and materials for collage.            A range of one-handed tools for both left and right e.g. scissors, manipulative tools.            Funky finger activities e.g. dough gym, write dance, tweezers and marbles, threading            Mark Making opportunities and pattern tracing inside and outside.</p> <p>Toothbrushes and pretend teeth for children to practise cleaning teeth.</p>	<p>Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, gallop            strong, firm, gentle, heavy, 'stretch', reach, tense, floppy, follow, lead, leader, scissors, cutting,            Happy, sad, cross, people,</p>	<p><b>Gross Motor</b>            Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</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. For example, they decide whether to crawl,</p>	

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			<p>walk or run across a plank, depending on its length and width.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor</b> 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>Start eating independently and learning how to use a knife and fork.</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> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	
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			Make healthy choices about food, drink, activity and toothbrushing.	
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<p><b>Reception 4 - 5 years ELG</b></p>	<p><b>Gross Motor Skills</b> Providing opportunities for games with balls, hoops, cones, tunnels, bean bags.</p> <p>Opportunities to jump off an object and land appropriately.</p> <p>Opportunities for loose part play, e.g. milk crates, tyres, large cardboard tubes, planks.</p> <p>Climbing equipment, balancing equipment, target throwing, rolling, kicking and catching.</p> <p>Using outside brooms to exercise the shoulder pivot movement.</p> <p>PE lessons using different apparatus.</p> <p><b>Fine Motor Skills</b></p> <p>Opportunities for construction, threading, posting, dolls clothes and materials for collage.</p> <p>A range of one-handed tools for both left and right e.g. scissors, manipulative tools.</p> <p>Use tools to effect changes to materials.</p> <p>Opportunities to show preference for a dominant hand.</p> <p>Fine Motor activities for those children who need extra support</p>	<p>Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, gallop strong, firm, gentle, heavy, 'stretch', reach, tense, floppy, follow, lead, leader, scissors, cutting, Happy, sad, cross, people Racing, chasing, squeeze, prod, speed, change, direction, under, over, pushing, patting, anti-clockwise, follow, trace, letter, Space, pencil, grip.</p>	<p><b>Physical development</b> <b>6. Gross Motor Skills ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>● Demonstrate strength, balance and coordination when playing;</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>7. Fine Motor Skills ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>● Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>● Begin to show accuracy and care when drawing.</li> </ul>	
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