

EYFS Curriculum Progression

Physical Development – P.E & Other Physical development

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, coordination 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.

As part of the EYFS statutory framework pupils are taught:

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

<u>Implementation:</u>	<u>Learning experiences</u>	<u>Key vocabulary & what children need to know</u>	<u>Development Matters in the EYFS</u>
<p><u>Caterpillars</u> Nursery 2 year old Provision</p>	<p>Opportunities to climb on nursery equipment such as small mountains, wobbly walkers, benches etc.</p> <p>Opportunities to run around obstacles – changing direction.</p> <p>Resources available that can be pulled, children to pull these whilst walking forwards, backwards and sideways.</p> <p>Climbing through different sized spaces/obstacles.</p> <p>Space for riding tricycles in both straight lines and around wide corners.</p> <p>Encourage movement in different ways – including on tiptoe.</p> <p>Encouraging children to sit with feet crossed at the ankles.</p> <p>Opportunities for children to throw and kick balls of different sizes.</p> <p>Block play – including some simple models/pictures to copy of simple bridges, trains etc.</p> <p>Thread large beads onto shoelaces.</p> <p>Match shapes for simple jigsaws.</p> <p>Use mark making tools including large paint brushes, large wax crayons, large chalks, large pencils – supporting children</p>	<p>walk, run, sit, stand, forwards, backwards, sideways.</p> <p>Climb, crawl</p> <p>Ride, pedal, push, pull</p> <p>ball, throw, catch, roll</p> <p>Build, stack, balance, fall, wobble</p> <p>Thread</p> <p>paint, draw, snip, cut, roll, pinch</p>	<p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>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>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <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</p>

	<p>to progress from whole hand grasp to a grasp between the first 2 fingers and thumb.</p> <p>Drawing people and explaining the parts they have included.</p> <p>Practice using toy scissors to cut through playdough and progress onto paper. Pinch, roll, squash and squeeze the dough to develop hand muscles and control</p> <p>Model/encourage children to bend over to pick up objects (rather than crouching).</p> <p>Building towers 6 to 7 bricks tall.</p> <p>Looking at books, turning pages independently.</p>		<p>undress.</p> <p>Learn to use the toilet with help, and then independently.</p>
<p>Butterflies Preschool provision</p>	<p>Children try to run on tiptoes.</p> <p>Attempt sharper and sharper turns on a tricycle.</p> <p>Try to stand on one foot for longer and longer periods of time and to attempt hopping.</p> <p>Model/encourage children to bend over to pick up objects (rather than crouching).</p> <p>Model/encourage children to attempt further balls skills such as bouncing and catching.</p> <p>Introduce a large bat and a soft ball to this play.</p> <p>Attempt building towers using up to 10 blocks and to create more complex models following a picture.</p>	<p>Balance, hop, skip, jump, ride, weave</p> <p>Catch, throw, bounce, roll, push, pull, slide</p> <p>Hit, swing</p> <p>Model, balance, stack</p> <p>Grip</p> <p>body parts</p> <p>balance</p> <p>dig, scoop, collect, empty</p> <p>rhythm, beat, pulse</p>	<p>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>Are increasingly able to use and remember sequences and patterns of movements which are</p>

	<p>Model and encourage children to bring fingers into opposition with the thumb on each hand.</p> <p>Model and encourage the use of a dynamic tripod grasp.</p> <p>Provide lots of opportunities for children to explore mark making tools that are smaller than for 3 year olds.</p> <p>Provide lots of opportunities for drawing people, praise the inclusion of more details such as a clear head, legs, trunk, arms and fingers. This may need some modelling. Encourage the drawing of other familiar objects to the children such as houses.</p> <p>Provide a wide range of construction resources for building (alongside blocks) e.g. material, tubes, boxes etc.</p> <p>Encourage the children to attempt to walk along narrow lines.</p> <p>Encourage active climbing and digging.</p> <p>Encourage children to try to stand on one foot for longer and longer periods of time and to attempt hopping forwards.</p> <p>Move rhythmically to music.</p> <p>Use large material, ribbons, flags and streamers to make large gross motor movements.</p> <p>Opportunities, through resourcing, for children to develop the strength in their hands.</p>	<p>cut, snip, trace, straight, curved</p>	<p>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, 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>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 to eat independently and learn 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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	<p>Opportunities for children to explore throwing and catching balls of different sizes.</p> <p>Opportunities for the children to try picking up smaller and smaller objects.</p> <p>Resources for children to build elaborate models, sometimes following models.</p> <p>Provide lots of opportunities to explore mark making tools including a variety of pencils, pens and paintbrushes.</p> <p>Provide lots of opportunities for drawing a variety of things including people with increasing detail – head, trunk, legs, arms, facial features.</p> <p>Support children to add more detail to drawings of things such as houses e.g. windows, roof, chimney etc.</p> <p>Opportunities for cutting paper with increasing accuracy – working towards being able to cut along a straight line.</p> <p>Opportunities for children to colour colouring pages and support them to do this with increasing neatness.</p> <p>Model and encourage counting fingers by pointing with the opposite index finger.</p> <p>Dressing up with buttons, zips etc</p> <p>Self-serve snack</p> <p>Knives and forks for lunch and tea</p>		<p>Make healthy choices about food, drink, activity and toothbrushing</p>
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<p>Holly Class Reception</p>	<p>Weekly PE lesson using the Get Set 4 PE scheme for skill progression.</p> <p>Weekly Forest School - managing risks, physical climbing and negotiating movements.</p> <p>Walk along narrow lines and benches.</p> <p>Engage in active climbing, hopping, jumping, dancing, skipping, running and digging.</p> <p>Encourage the lifting of items that are increasingly heavy but still within the safe capabilities of the children.</p> <p>Provide lots of opportunities for children to move around in a variety of ways showing consideration for themselves and others.</p> <p>Provide opportunities for the children to try to stand on one foot for longer and longer periods of time and to attempt hopping forwards.</p> <p>Provide opportunities for children to try to move rhythmically to music.</p> <p>Provide opportunities, through resourcing, for children to develop the strength in their hands - dough gym, pen disco, write dance.</p> <p>Provide opportunities for children to explore throwing and catching balls of different sizes.</p> <p>Provide opportunities for the children to try picking up</p>	<p>Control, coordination, risk, climb, space, narrow, ballance, skip, hop, run, walk, dance, dig etc</p> <p>Challenge</p> <p>Balance, static balance, hop, skip</p> <p>Rhythm, pulse, beat</p> <p>Control</p> <p>Throw, catch, roll, slide, underarm overarm, tap, hit</p> <p>Chop, slice, cut, dice, grate</p> <p>Hit, hammer, saw, cut, join.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</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>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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>
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	<p>smaller and smaller objects.</p> <p>Provide opportunities for children to build elaborate models, sometimes following models.</p> <p>Provide lots of opportunities to explore mark making tools including a variety of pencils, pens and paintbrushes.</p> <p>Provide lots of opportunities for drawing a variety of things including people with increasing detail – head, trunk, legs, arms, facial features.</p> <p>Support children to add more detail to drawings of things such as houses e.g. windows, roof, chimney etc.</p> <p>Provide lots of opportunities for cutting paper with increasing accuracy – working towards being able to cut along a straight line.</p> <p>Provide opportunities for children to colour colouring pages and support them to do this with increasing neatness – trying to stay within the lines.</p> <p>Model and encourage counting fingers by pointing with the opposite index finger.</p> <p>Provide opportunities for children to use cutlery with increasing skill through cooking, lunchtime experience and role play</p> <p>Using tools - woodwork bench</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>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</p> <p>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.</p> <p>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, paint Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
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