

# Physical Development

EYFS Area of learning		Where this is found in the curriculum planning/ Assessment opportunities
<b>Gross Motor skills</b>	<ul style="list-style-type: none"> <li>-Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>-Goes up steps and stairs, or climbs up apparatus, using alternate feet</li> <li>-Skips, hops, stands on one leg and can hold a pose for a game like musical statues</li> <li>-Uses large-muscle movements to wave flags and streamers, paint and make marks</li> <li>-Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</li> <li>-Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>-Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width</li> <li>-Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</li> <li>-Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul>	<p><b>Initial observations</b>, PE-Body Management Unit 1, Outdoor Continuous Provision e.g. bikes &amp; scooters</p> <p>PE-Body Management Unit 1, Outdoor Continuous Provision e.g. climbing frame</p> <p>PE-Body Management Unit 1</p> <p>Outdoor Continuous Provision</p> <p>PE-Dance Unit 1, Outdoor Continuous Provision</p> <p>PE-Dance Unit 1</p> <p>PE-Body Management Unit 1, PE-Gymnastics Unit 1, Outdoor Continuous Provision e.g. use of community play blocks</p> <p>Outdoor Continuous Provision e.g. sand</p> <p>PE-Speed, Agility, Travel Unit 1, PE-Gymnastics Unit 1, Outdoor Continuous Provision e.g. use of community play blocks <b>Who can move equipment safely?</b></p>
	<ul style="list-style-type: none"> <li>-Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>-Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>-Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</li> <li>-Is developing overall body-strength, balance, co-ordination and agility</li> <li>-Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity</li> </ul>	<p>PE-Body Management Unit 1, PE-Speed, Agility, Travel Unit 1, PE-Gymnastics Unit 1</p> <p>Outdoor Continuous Provision and Play times <b>How do children move?</b></p> <p>PE-Body Management Unit 1, Indoor and Outdoor Continuous Provision</p> <p>PE-Speed, Agility, Travel Unit 1, PE-Gymnastics Unit 1, Outdoor Continuous Provision e.g. use of community play equipment, tyres, <b>Who can move equipment safely?</b></p> <p>PE-Body Management Unit 1, PE-Speed, Agility, Travel Unit 1, PE-Gymnastics Unit 1</p> <p>PE-Speed, Agility, Travel Unit 1, Fruit and lunch time discussions, People who help us, The Very Hungry Caterpillar</p>
	<ul style="list-style-type: none"> <li>-Is progressing towards a more fluent style of moving, with developing control and grace</li> <li>-Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>-Is able to combine different movements with ease and fluency</li> <li>-Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>-Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>-Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian, lining up and queuing, mealtimes, personal hygiene</li> <li>ELG-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>ELG-Demonstrate strength, balance and coordination when playing</li> <li>ELG-Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>	<p>PE-Dance Unit 1</p> <p>PE-Body Management Unit 1, PE-Speed, Agility, Travel Unit 1, PE-Gymnastics Unit 1</p> <p>PE-Manipulation and Coordination-Unit 1</p> <p>PE-Dance Unit 1, PE-Speed, Agility, Travel Unit 1,</p> <p>PE-Manipulation and Coordination-Unit 1, Outdoor Continuous Provision e.g. use of balls, hoops, bats and balls etc <b>Who can throw/catch/kick a ball?</b></p> <p>PE-Manipulation and Coordination-Unit 1, Outdoor Continuous Provision e.g. use of balls, hoops, bats and balls etc</p> <p>Fruit and lunch time discussions, People who help us, The Very Hungry Caterpillar</p> <p>PE-Dance Unit 1, PE-Speed, Agility, Travel Unit 1, PE-Manipulation and Coordination-Unit 1 <b>Who can jump, hop and skip?</b></p> <p>PE-Body Management Unit 1, PE-Manipulation and Coordination-Unit 1</p> <p>PE-Speed, Agility, Travel Unit 1, PE-Manipulation and Coordination-Unit 1</p>
	<b>Fine Motor skills</b>	<ul style="list-style-type: none"> <li>-Uses one-handed tools and equipment, e.g. making snips in paper with scissors</li> <li>-Uses a comfortable grip with good control when holding pens and pencils</li> <li>-Is starting to eat independently and learning how to use a knife and fork</li> <li>-Shows a preference for a dominant hand</li> <li>-Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</li> <li>-Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</li> <li>-Is able to make healthy choices about food, drink, activity and tooth brushing</li> </ul>
<ul style="list-style-type: none"> <li>-Is developing the foundations of a handwriting style which is fast, accurate and efficient</li> <li>-Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>		<p>Phonic sessions, Power of Reading sessions, Inside and Outside Continuous Provision, Dough Gym, Funky Fingers activities</p> <p>Dough Gym, Funky Fingers activities, Inside and Outside Continuous Provision, Power of Reading sessions, EAD activities, lunch time. <b>Who can cut up their food independently?</b></p>
<ul style="list-style-type: none"> <li>ELG-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</li> <li>ELG-Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>ELG-Begin to show accuracy and care when drawing</li> </ul>		<p>Dough Gym, Funky Fingers activities, Inside and Outside Continuous Provision, Power of Reading sessions</p> <p>Dough Gym, Funky Fingers activities, Inside and Outside Continuous Provision, Power of Reading sessions</p> <p>Dough Gym, Funky Fingers activities, Inside and Outside Continuous Provision, Power of Reading sessions</p>