

Physical Development

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