



Low Ash Primary School – Physical Development

		Physical Development			How this is achieved in EYFS	Key Vocabulary to be developed in EYFS
		Gross Motor Skills		Fine Motor Skills		
		Gross Motor Skills	Fine Motor Skills	Summer Term prior to starting Reception		
Specific Area of Learning Physical Development	3- & 4-year-olds	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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>Are increasingly 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, 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>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start to eat 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, and washing hands.</p>	<p>Gross Motor</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Fine Motor</p> <p>Use a comfortable grip with good control when holding pens and pencils. Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent in meeting their own care needs, e.g., washing and drying their hands thoroughly.</p>	<p>Ongoing practise of developing Gross Motor Skills for example waving streamers, large chalk/drawings/painting on large vertical surfaces, climbing, collaborating with others to move large items safely</p> <p>Use of adventure playground, large construction area to lift and carry larger objects, moving in different ways, making obstacle courses, astronaut training, balance bikes and scooters, Jungle journey intervention, large paint brushes and water, sweeping brushes, water play, sand play, digging and planting, climbing equipment, daily Funky Fingers, FMS activity changed weekly, handwriting practise, small construction, painting, workshop activities, weekly cutting activity</p>	<p>Skip, hop, jump, run, feet, ball, kick, shapes, sequence, move, ball, throw, kick, dribble, take turns, team, rules, next, last</p> <p>Music, movement, jump, stop, feet, bend, land, forwards, backwards, sideways, walking, hands, feet, control, space, Champion Gymnast, body parts, shapes, pushing, bouncing, throw, aim, accuracy, underarm, overarm, target, hops, skips, sidesteps, actions, stretching, champion movements, attacker, defender, tagged, take turns, team, rules, score</p>
	Children in Reception	<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. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 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>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>			<p>Ongoing practise of developing Gross Motor Skills for example waving streamers, large chalk/drawings/painting on large vertical surfaces, climbing, collaborating with others to move large items safely</p> <p>Use of adventure playground, large construction area to lift and carry larger objects, moving in different ways, making obstacle courses, astronaut training, balance bikes and scooters, Jungle journey intervention, large paint brushes and water, sweeping brushes, water play, sand play, digging and planting, climbing equipment, daily Funky Fingers, FMS activity changed weekly, handwriting practise, small construction, painting, workshop activities, weekly cutting activity</p>	<p>Skip, hop, jump, run, feet, ball, kick, shapes, sequence, move, ball, throw, kick, dribble, take turns, team, rules, next, last</p> <p>Music, movement, jump, stop, feet, bend, land, forwards, backwards, sideways, walking, hands, feet, control, space, Champion Gymnast, body parts, shapes, pushing, bouncing, throw, aim, accuracy, underarm, overarm, target, hops, skips, sidesteps, actions, stretching, champion movements, attacker, defender, tagged, take turns, team, rules, score</p>
	ELG	<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>		<p>Ongoing practise of developing Gross Motor Skills for example waving streamers, large chalk/drawings/painting on large vertical surfaces, climbing, collaborating with others to move large items safely</p> <p>Use of adventure playground, large construction area to lift and carry larger objects, moving in different ways, making obstacle courses, astronaut training, balance bikes and scooters, Jungle journey intervention, large paint brushes and water, sweeping brushes, water play, sand play, digging and planting, climbing equipment, daily Funky Fingers, FMS activity changed weekly, handwriting practise, small construction, painting, workshop activities, weekly cutting activity</p>	<p>Skip, hop, jump, run, feet, ball, kick, shapes, sequence, move, ball, throw, kick, dribble, take turns, team, rules, next, last</p> <p>Music, movement, jump, stop, feet, bend, land, forwards, backwards, sideways, walking, hands, feet, control, space, Champion Gymnast, body parts, shapes, pushing, bouncing, throw, aim, accuracy, underarm, overarm, target, hops, skips, sidesteps, actions, stretching, champion movements, attacker, defender, tagged, take turns, team, rules, score</p>

EYFS Physical Development – Knowledge and Skills breakdown

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ongoing practise of developing Gross Motor Skills for example waving streamers, large chalk/drawings/painting on large vertical surfaces, climbing, collaborating with others to move large items safely etc					
Nursery Give children opportunities to explore these skills.	I am beginning to explore different movements using different parts of my body. I am beginning to remember how to respond to words and music using my body.	I can begin to use my feet to move with a ball.	I am beginning to move in a sequence in response to familiar songs.	I can begin to explore different ways of moving with a ball.	I can begin to take part in group activities (games) including turn taking, understand rules of games etc.	
Vocabulary	Skip, hop, jump, run	Feet, ball, kick	Shapes, sequence, move	Ball, throw, kick, dribble	Take turns, team, rules, next, last	

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	See Complete P.E Focus: Dance and response to Nursery Rhymes and Music. Focus: Jumping in different ways.	See Complete P.E Focus: Walking and avoiding obstacles Focus: Feet – moving a ball with my feet.	See Complete P.E Focus: Gymnastics – making shapes with my body. Focus: Hands – Different ways to move with a ball (pushing and bouncing).	See Complete P.E Focus: Gymnastics – making shapes with my body. Focus: Hands – Different ways to move with a ball (aiming and throwing).	See Complete P.E Focus: Ourselves – Exploring movement and travelling. Focus: Games – understanding rules, scoring, turn taking.	See Complete P.E Focus: Games – understanding rules, scoring, turn taking. Focus: Athletics (linked to sports day).
Vocabulary	Music, movement, jump, stop, feet, bend, land	Forwards, backwards, sideways, walking, hands, feet, control, space	Champion Gymnast, body parts, shapes, control, pushing, bouncing	Throw, aim, accuracy, underarm, overarm, target, jumps, hops, skips, sidesteps, champion gymnast	Control, actions, space, stretching, champion movements, attacker, defender, tagged, take turns, team	Throw, aim, jump, run, team, take turns, rules, score, attacker, defender, team