

## Physical Development in EYFS

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children's learning in all areas.

### EYFS Physical Development Educational Programme (Statutory)

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, co-ordination 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.

### EYFS Physical Development Skills (Development Matters – Non Statutory)

#### Fine Motor Skills

- Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:
  - that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
  - that they can move and rotate their lower arms and wrists independently
- Help children to develop the core strength and stability they need to support their small motor skills.
- Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.
- Offer children activities to develop and

#### Gross Motor Skills

- Provide regular access to appropriate outdoor space.
- Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.
- Give children experience of carrying things up and down on different levels (slopes, hills and steps).
- Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.
- Provide regular access to floor space indoors for movement.
- Ensure that spaces are accessible to children with varying confidence levels, skills and needs.
- Provide a wide range of activities to support a broad range of abilities.
- Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
- Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others.
- Model precise vocabulary to describe movement and directionality, and encourage

further refine their small motor skills.

Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.

- Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?
- Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback.
- With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction.
- Give children regular, sensitive reminders about correct posture.
- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time

children to use it.

- Provide children with regular opportunities to practise their movement skills alone and with others.
- Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.
- Encourage children to conclude movements in balance and stillness.
- Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.
- Encourage children to be highly active and get out of breath several times every day.
- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
- Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.
- Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.
- Encourage precision and accuracy when beginning and ending movements.
- Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.
- Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.
- Introduce full-sized balls when children are confident to engage with them.
- Introduce tennis balls, ping pong balls, beach balls and balloons.
- Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.
- Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.
- Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.
- Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.
- Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

## Development Matters (Non Statutory)

### Fine Motor Skills

- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

### Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Combine different movements with ease and fluency.
- 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.
- 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.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

### ELG – Fine Motor Skills (Statutory)

Children at the expected level of development will:

- 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 brushes and cutlery;
- Begin to show accuracy and care when drawing.

### ELG – Gross Motor Skills (Statutory)

Children at the expected level of development will:

- 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.

## Key Stage 1 National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Opportunities to develop PD (in addition to every day practice and PE Sessions):

Autumn 1 – Me and My Community / <i>Exploring Autumn</i>	Autumn 2 – Dangerous Dinosaurs / <i>Sparkle and Shine</i>	Spring 1 – Once upon a time / <i>Puddles and Rainbows</i>
<ul style="list-style-type: none"> <li>• <b>Mark making in shaving foam</b> - Select appropriate tools and media to draw with.</li> <li>• <b>Frame it!</b> - Cut, tear, fold and stick a range of papers and fabrics.</li> <li>• <b>Circles and spirals</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Writing baseline (drawing a self-portrait and writing own name)</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Pass it!</b> - Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control</li> <li>• <b>Over and under obstacle course</b> - Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</li> <li>• <b>Friendship bracelets</b> – develop threading skills.</li> <li>• <b>Playdough families</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Playdough hedgehogs</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Scoop it!</b> - Choose and explore appropriate tools for simple practical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Move like a dinosaur</b> - Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</li> <li>• <b>Dinosaur fossil making</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Stegosaurus, Stegosaurus, T-Rex (duck, duck, goose)</b> - Adjust speed when running, and jump off objects and land successfully.</li> <li>• <b>Dino dig</b> - Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures.</li> <li>• <b>Model reptiles</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Prehistoric worlds (Volcano building)</b> - Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</li> <li>• <b>Bright lights</b> - Papers and fabrics can be used to create art, including tearing, cutting and sticking.</li> <li>• <b>Diwali dancing</b> - Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</li> <li>• <b>Snip it!</b> - Cut, tear, fold and stick a range of papers and fabrics.</li> <li>• <b>Shimmery playdough</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Shiny patterns</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Magical movements</b> - Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</li> <li>• <b>Make a mask</b> - Cut, tear, fold and stick a range of papers and fabrics.</li> <li>• <b>Sandcastles</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Gingerbread dough</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Rainbow writing</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Playdough rainbow</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Cloud dough</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Colour collage</b> - Cut, tear, fold and stick a range of papers and fabrics.</li> <li>• <b>Buttons and beads</b> - Use a range of small tools.</li> <li>• <b>Raindrop threading</b> - develop threading skills.</li> </ul>

Spring 2 – Big Wide World / <i>Splash</i>	Summer 1 – Sunshine and Flowers / <i>Shadows and Reflections</i>	Summer 2 – Moving on
<ul style="list-style-type: none"> <li>• <b>People around the world, Playtime games</b> - Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</li> <li>• <b>Let's dance</b> - Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</li> <li>• <b>Upcycled art</b> - experimenting with different tools and techniques (weaving).</li> <li>• <b>Wheels and tracks</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Exploring clay</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Writing tracks</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Tyres</b> - Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</li> <li>• <b>Sloppy sand</b> - Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</li> <li>• <b>Squeeze it!</b> - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>• <b>Make a mark</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Icy writing</b> - Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</li> <li>• <b>Bubble painting</b> – develop using a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fun in the summer, outdoor games</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• <b>Pebble art</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Flower imprints</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Beautiful flowers</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Sunny skies</b> - Begin to show accuracy and care when drawing.</li> <li>• <b>Flower dough</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Ice cream dough</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Muddy writing</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• <b>Mirror me!</b> - Demonstrate strength, balance and coordination when playing.</li> <li>• <b>The other half</b> - Begin to show accuracy and care when drawing.</li> <li>• <b>Puddle art</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Mirror writing</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• <b>Symmetrical mark making</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• <b>Dancing mirrors</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• <b>Shadow chase</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• <b>Frame it!</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>Mirror painting</b> - Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teamwork</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• <b>My class</b> - Begin to show accuracy and care when drawing.</li> <li>• <b>Salt dough initial letters</b> - Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• <b>That's my name!</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• <b>Team games</b> - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• <b>Community art</b> - Begin to show accuracy and care when drawing.</li> </ul>

