

Physical Development

Statutory Framework for the Early Years Foundation Stage

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

Our Broad Curriculum Aims:

Healthy

To engage in active play and understand the importance of healthy choices and looking after their body

Inquisitive

Through a stimulating environment the children show curiosity for their world around them

Resilient

The importance of making mistakes and learning from them – a can do attitude!

Confident

Through positive relationships develop confidence in unknown situations and try new challenges with others and independently

Writers

To have a purpose for writing and a willingness to tell a story through drawings, marks and words

Core Strength and Coordination

What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS I can: - Negotiate space, moving in different directions and speeds to avoid obstacles - Climb up and down stairs and climbing equipment using alternate feet - Stand on one foot for 30seconds - Use two feet to jump over an obstacle - Hop and skip, using alternate feet - Pedal a 3 wheeled bike	- Make a circle shape with their friends - Move up stair/ equipment using same feet - Sitting in a space of their own - Able to jump - Able to jump two footed - Able to leap - Able to hop on one foot (dominant) - Able to change directions	Balance Still Move Under Over Around Through Across Around Down Up Steady Jump Hop Skip	Outdoors: Transportation of large equipment Movement of water in large buckets Building large obstacle course and balancing on them Climbing on outdoor frame, trim trail, tyres, logs, large stones Climbing up hill Gardening, digging, planting, and moving soil Wheeling wheelbarrows and rolling large barrel Spinning top to push around independently	Building trusting relationships with children, allowing them to explore the outdoor area safely until they are ready to have a go on large equipment independently. Engaging in children's large-scale play and providing support when they become challenged, such as when transporting large buckets of water; discussing with the children how they can manage to carry the water themselves.	Large outdoor space that is available to children to explore in all weathers A range of building materials and large containers for children to access A range of climbing areas for children to balance Pole to slide down, building core strength Large sand pit for the children to dig and ply, using large spades and brushes

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By the end of EYFS2 I can: - Control different movements to form a simple sequence, finishing with a balance or stillness - Jump off equipment and land appropriately using my hands, arms and body to stabilise my body	- Able to move into a space to avoid obstacles, when walking then when running - Use their feet to move a wheeled toy around - Push a scooter with their feet - Pedal a bike - Pedal a bike with a passenger - Push wheeled toys - Push wheeled toys (e.g., Wheelbarrows) with increasing control - Walk down slopes with control - Walks up and down slopes carrying an object	Jog Run Stable Space Slope	Riding scooters, pushing along cars, trikes and 2 wheeled bikes Daily opportunity to explore large outdoor space Indoors: Building with large construction materials Weekly PE sessions, using equipment in hall to balance and jump over		
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Moving and Handling					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Throw and catch a large ball or beanbag - Create lines and circles using my dominant hand - Use scissors to cut out simple shapes or follow a straight line - Control a pencil or pen to form some letters of my name By the end of EYFS2 I can:	- roll a ball to a friend - roll a ball around my body - kick a stationary ball - stop a moving ball with foot - throw a ball - hit a target with ball/bean bag - drop a ball from sitting position and catch	Throw Catch Kick Underarm Overarm Snip Slice Circle Line Top Bottom Round Join	Roll ball to each other during circle time Bounce balls on the parachute Play throwing and catching games with the children Play target games, such as how many bean bags can you get in the hoop? Hopscotch, throwing the beanbag to a specific number. Skittles, how many have fallen, how many are up? Play football, tennis and build obstacle course to dribble the ball around	The adults in the setting encourage children to form positive relationships with each other so they can play ball games, taking turns. Adults intervene in these games to ensure fair play and sharing. During role play opportunities, adults encourage children to make arks – to draw their models or complete cards and lists for their friends. During guided writing sessions the children are praised and encouraged to form letters correctly, so they feel	Children have access to an extensive outdoor play area with a range of different sized balls to use and targets for the children to practise their skills. In the outdoor area a range of mark making tools are available for children to create large marks on the floor or large rolls of paper. Children able to make marks in the large sand pit. All areas children have access to a range of mark making materials and are

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• Show precision when throwing and catching a ball • Use a pencil with control, forming letters correctly	• drop a ball from standing position (from nose), bounce and catch • use tennis racket to hit ball • thread bead strings • handles mark making tools with either hand • manipulates malleable materials into shapes • makes large movements to form circles with arms • makes large movements with arms up and down • manipulates materials to draw lines • manipulates tools to draw circles • use fist grip • use palmer grip • use pincer finger grip • use tripod grip • have a dominant hand for mark making • recognise letters of name • forming letters of name • recognise other letters of importance and writes these • form letters with anticlockwise movements • copies letters		Planned weekly PE sessions with coaches Dough disco, to encourage manipulation of dough and strengthen muscles Threading necklaces, using beads and cotton reels Use tweezers to move small parts from one place to another Moving with scarves and ribbons to form circular movements Large pieces of paper for children to draw their models and ideas Large chalks to use outside Children encouraged to record scores when playing a game outside, using a tally system A range of craft activities to encourage children to cut out and make snips in the paper Letter formation (nelson handwriting) as children learn new phoneme Tracing name and letters and shapes Role play area, encourage children to write for a purpose such as shopping list, doctor's prescription	confident to use these skills independently. Independent mark making is celebrated with the class, sharing ideas to encourage reluctant writers to have a go.	encouraged to manipulate for their own imaginative play. Small parts available for children to use and handle, manipulating these to increase dexterity.
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Heath and Self Care					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling environments
By the end of EYFS1 I can: - Name different parts of my body - Put on my own coat and shoes - Use the toilet independently and wash and dry hands By the end of EYFS2 I can: - Recognise the foods I should eat and drink and that I should exercise to keep my body healthy - Describe physical changes to my body when I feel unwell, happy or sad - Understand and talk about my daily routine - Confidently take risks and understand the importance of managing these risks to stay safe	- Join in songs about my body - Know what different parts of my body do, e.g. see with my eyes, hear with my ears - Request a drink/ snack - Know the importance of brushing my teeth - Know I must brush my teeth twice a day - Know which foods are good for my teeth - Indicate when I need the toilet - Use the toilet with adult support - Feel that my heart beats faster after I have exercised - Undress to use the toilet - Take off my shoes and put on pumps or wellies - Put my shoes on - Put my arms in the sleeves of my coat - Fasten my coat - Take my jumper/ cardigan off - Fasten buttons on my cardigan/ shirt	Head Shoulder Elbow Wrists Thighs Shin Knee Ankle Heel Healthy Coat Wellies Sleeve Cuff First Then Next After that Later Heartbeat Pumping	Teeth brushing with Jigsaw Jenie Making Healthy snacks/ food Sing songs about our body Develop early routines of washing hands before food, after toileting and before going home Follow weekly Jigsaw Jenie lessons about the importance of being healthy, including sleep time routines During PE sessions talk about the changes to the body before and after exercise and why this happens Wellies available for children to access when playing outside in rain or in muddy areas	Through building trusting relationships and establishing good routines as the children enter the foundation unit they will be confident to become independent in their own self-care.	Children have access to the indoor and outdoor environment all weathers encouraging them to dress for weather conditions.

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	• Follow the daily routines with visual cues • Will get a drink/ snack when thirsty or hungry				
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