



# EYFS Physical Development Curriculum

EYFS PD Educational Programme			Reference to KS1 PE and English Programmes of Study		Links to our St. Gabriel's EYFS Curriculum Goals	
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . 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.			Physical Education - 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.  Handwriting (Non-statutory guidance) - Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.		To become a <b>Marvellous Mover</b> who moves and uses equipment confidently and safely  To become a <b>Talented Tool User</b> who uses a pencils, scissors, paintbrushes and other tools, confidently and with good control	
Progression of learning/skills in the area of Physical Development						
	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer	Essential learning/skills prior to Year 1	
Gross Motor	Walk and run with confidence avoiding obstacles  Skip, hop and stand on one leg  Catch a ball  Throw a ball  Move in different ways  Build using outdoor equipment	<b>PE: Gymnastics</b>  <i>confidently and safely...</i> Learn shapes ( <i>Basic stance/ tuck pike/straddle/log/arch/rear &amp; front support</i> ) Balance on 1 leg (both) Stretch jump to seated landing (flat surface)/ Rebound jumping feet together Jumping feet out/in Jumping forwards/backwards Jumping side-to-side over rope/spot Jump up to a raised surface forwards feet together Jump off a raised surface forwards & backwards feet together Static bunny jump on flat surface Travelling bunny jump in & out of hoops Sequence 3 gym shapes, rock backwards in tuck/pike/straddle Log roll (rocket roll) Forward roll to tuck shape Pull body in a log shape along bench using arms Pull body in a tuck shape along bench using feet Walk along a bench 1 foot in front of the other Jump of a bench to a seated landing Support legs on a bench and hold body weight on hands on the floor Bunny jumps on/off bench  Understand why exercise is important and why we do it Name many body parts Understand that we use different parts of our bodies for a purpose	<b>PE: Dance</b>  Move in time to happy and sad music Experiment with different ways of moving Experiment with actions at different levels Move around as different characters or animals to the music	<b>PE: Athletics</b>  March/run for co-ordination Experiment with different ways of throwing- under/overarm Experiment with different ways of jumping-measuring with various objects Work with friends in a team – taking turns	<b>ELG</b>  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	<b>PE:</b>  Show coordination, control and accuracy in their movements, engaging in whole class PE sessions  Opportunities for physical activities that cross the midline that feed in to the drawing of shapes and letters
			<b>PE: Ball Skills for Games</b>  <i>Netball Skills</i> Throw to self, catching a soft ball/balloon Experiment with rolling the ball, throw and catch to self and to a partner (hand eye coordination) Moving around at speed and changing direction Fun games encouraging throwing and catching different types of balls Passing with a partner and counting to 5 and 10  <i>Football Skills</i> Explore stopping a ball with different parts of the body Experiment kicking the ball with feet to a partner Move a bean bag on the floor using inside of foot Find a space Pass with a partner and count to 5 and 10  <i>Rugby Skills</i> Follow a partner to steal their bib Move with different objects in their hands Passing an object to another child Move around in a space in different ways Score points with beanbag treasure in a simple hoop invasion game.	<b>PE: Ball Skills for Games</b>  <i>Tennis Skills</i> Throw and catch to self with a soft ball and attempt to bounce catch to self Balance an object e.g. beanbag on racket Hand eye co-ordination passing ball to a partner Move on the floor ball with hands in a variety of ways Push the ball using a line to develop hand eye co-ordination  <i>Cricket Skills</i> Roll and stop a ball sitting down and standing up Move with different objects in their hands Pass an object to another child Push a ball away from body with hands Push a ball using a line to develop hand eye co-ordination		
Fine Motor	Hold a pencil using a tripod/modified tripod grip, no longer using whole hand  Put good pressure on the paper using a pencil  Draw shapes that represent themselves e.g. a circle for their face, dots for their eyes and lines for their arms/legs  Make snips in paper with scissors  Join construction blocks together  Use a fork to feed themselves  Use a pencil with good control	<b>Writing tools</b> Hold a pencil using tripod/modified tripod grip (can be using a pencil grip) Understand how to sit at the table and the position to get into for 'good writing' Apply pressure to the paper Show a preference for a dominant hand Form recognisable letters (all/most) Draw selves with increased detail e.g. circle for head, eyes, nose mouth, maybe eyebrows and lashes, arms, fingers etc. Trace simple patterns <u>Nelson Handwriting Workbook A</u> Left to right directional flow, producing a controlled line Trace, copy and complete patterns Develop individual letter formation Use spaces between words Colour with good control Understand how to sit at the table and the position to get into for 'good writing' <b>Cutting</b> Understand how to hold scissors safely Hand a friend a pair of scissors safely Safely move holding a pair of scissors Make snips in paper Cut along a straight line <b>Painting</b> Hold a paintbrush using correct grip Begin to paint within a shape Make basic shapes with a paint brush e.g. circles and lines <b>Sticking</b> Hold a glue stick and use it safely and competently <b>Other</b> Feed selves using knives, fork and spoon Stack building blocks on top of each other Begin to join construction pieces together Thread large objects on apparatus Use rolling pins and shape cutters Know the names of used tools e.g. glue sticks, paintbrush, pencil, scissors etc. and know what they are used for	<b>Mark Making</b> Form all/most letters accurately, beginning to position on a line accurately Draw with increasing care and detail <u>Nelson Handwriting Workbook B</u> Develop individual letter formation Develop double letter formation e.g. ll and ss Individual letter formations of 'anti-clockwise' round letter family Individual letter formation of 'down and off letter family' Individual letter formation of 'down and retrace up' letter family Individual letter formation of 'zig zag' letter family Form letters correctly to form words Form letters from left to right on a line leaving spaces between words in a sentence <b>Cutting</b> Cut along straight, waved and zig zag lines Cut around shapes that have straight lines Cut around round shapes <b>Painting</b> Take more care with painting within a shape Begin to paint other shapes <b>Sticking</b> Hold and use a glue spreader competently <b>Other</b> Begin to use a knife to cut up own food Join construction pieces together Thread smaller objects through thick string Create balls and sausage shapes with playdough Develop coordination, care and precision when using a variety of tools and techniques	<b>Mark Making</b> Position most letters accurately on a line (ascenders and descenders) Develop a neat handwriting style that can be read by self and others Draw objects, people and living things with increasing detail Colour with care using colour for purpose <u>Nelson Handwriting Workbook C</u> Form ascenders accurately Form letters are the correct height Place a dot over the letter 'i' Form ascenders and descenders Form letters the correct size Form letters correctly Form letters the correct size Trace and write capital letters Individual numeral formation (trace and write) Number word formation Know different formation groups e.g. round, zig zag etc. <b>Cutting</b> Develop precision and care when cutting <b>Painting</b> Paint recognisable shapes that represent objects and living things Develop precision painting within a shape <b>Sticking</b> Join pieces together using a glue stick, spreaders and sellotape <b>Other</b> Thread thick string through a shape Join multiple construction pieces together to make a model Continue to develop coordination, care and precision when using a variety of tools and techniques	<b>ELG</b>  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	<b>Fine Motor:</b>  Cut independently with a good level of accuracy  Trace a simple pattern  Know that letters can be grouped in different ways e.g. round, zig zag, straight, curly etc.  Show accuracy and care when drawing and colouring



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