

United Learning

EYFS Curriculum: Progress

Physical Development



Physical Development

Gross Motor		
Development Matters N3/4	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>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>Start taking part in some group activities which they make up for themselves, or in teams.</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>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
Development Matters 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 overall body-strength, balance, co-ordination and agility.</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.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
ELG	<ul style="list-style-type: none"> - 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. 	
Fine Motor		
Development Matters N3/4	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</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>
Development Matters Reception	<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>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
ELG	<ul style="list-style-type: none"> - 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. 	



Physical Development: Medium Term Plans Focus

Medium Term Focus- Gross Motor					
Year Group	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Nursery Cycle 1	<p>On the Move Roadways, traffic lights game.</p> <p>On the Farm Role-play with tractors.</p>	<p>All Creatures Great and Small 1 Preparation and taking part in Sport's Day.</p>	<p>Marvelous Me 'Follow my Leader', 'Simon Says.' 'Musical Statues'</p> <p>It's Getting Cold Outside Squirrel nut hunt.</p> <p>Polar Express Snowman movement.</p> <p>On the Move Traffic lights game.</p> <p>On the Farm Explore movements in core texts.</p> <p>All Creatures Great and Small 1 'We're Going on a Lion Hunt.'</p>	<p>Once Upon a Time 1 Obstacle course to Grandma's house.</p>	<p>Marvelous Me 'Follow my Leader', 'Simon Says.'</p> <p>It's Getting Cold Outside Safely move equipment for den building. Choose materials for the den.</p> <p>Once Upon a Time 1 Set up obstacle course.</p>
Nursery Cycle 2	<p>Toys Games on wheeled toys.</p> <p>Food Glorious Food Use wheeled toys are farm vehicles.</p>	<p>All Creatures Great and Small 2 Preparation and taking part in Sport's Day.</p>	<p>Look at me! Play 'Body Match' game, 'Follow my Leader' and 'Musical Statues.'</p> <p>Bears 'We're Going on a Bear Hunt' movement. Obstacle course.</p> <p>Special Days Snowman movement.</p> <p>Toys Traffic lights game.</p> <p>All Creatures Great and Small 2 "Walking Through the Jungle.'</p>	<p>Once Upon a Time 2 Hansel and Gretel obstacle course.</p>	<p>Look at me! Play 'Body Match' game in pairs.</p> <p>Bears Safely move equipment for obstacle course and den building.</p> <p>Once Upon a Time 2 Hansel and Gretel obstacle course.</p>
Reception		<p>Where We Live Play group games that involve rolling, pushing and kicking balls.</p> <p>Science Detectives Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats.</p>	<p>Me and My World <i>The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</i></p> <p>My Heroes Superhero movement.</p> <p>A Standing Ovation Fire work movement.</p> <p>Spring in Our Step Beans game.</p>	<p>Castles, Knights and Dragons Use apparatus in different ways.</p>	<p>Me and My World Expectations are shared and agreed. Follow instructions as new routines are introduced.</p> <p>Castles, Knights and Dragons Build castles with large construction.</p>
Y1 Links	<p>NC Year 1- 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.</p>				



Physical Development: Gross Motor

Milestones for Continuous Provision/Medium Term Plans				
Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Walk a balance bike. Pedal a tricycle. Use feet to scoot a balance bike and maintain balance. Turn corners on a scooter, tricycle or balance bike. Can stop a scooter, tricycle or balance bike when required. Maneuver around obstacles on a scooter, tricycle or balance bike. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Push, rolls and bounce a large ball. Throw a large ball up in the air, overhand and underhand. Move a large ball with their feet. Kick a static ball. Catch a large ball between extended arms. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Enjoys exploring different ways of moving. Use large muscle movements to wave flags & streamers Stops or attempts to avoid obstacles when running. Skip, hop, stand on one leg & hold a pose for a game like musical statues. Jump off a low object with both feet off the ground. Jump over a small stationary object Jump forward, taking off and landing on 2 feet. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Stand on tiptoes Walk along a chalk line Walk and crawl along a low, wide balance beam or plank. Climb up stairs, steps & move across equipment using alternate feet. Explore and use climbing equipment, with some adult support. Stand on one foot for a short period of time shifting body weight to improve stability. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> Follow simple instructions given by an adult or peer as part of a game. Work collaboratively to move large outdoor equipment with the support of an adult. Start to make up their own physical games. Choose the right resources to carry out their own plan.
<p>Children in Reception will:</p> <ul style="list-style-type: none"> Pedal/scoot and maintain balance while manoeuvring around obstacles. Control the speed of wheeled toys. Maintain a safe distance from other riders. <p><i>2 wheeled bikes</i></p> <ul style="list-style-type: none"> Pedal and maintain balance for a few metres on a flat or down hill surface. Can stop the bike using brakes. Pedal and maintain balance for an extended time. <p>Pedal and maintain balance on a 2 wheeled bike around obstacles.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Throw and kick a ball with increased accuracy. Hit a large target from 5 steps away with a tennis ball. Catch a large ball by bringing hands in towards chest. Bounce and catch a large ball. Kick a ball that is rolled to them from a distance. Begin to use kicking, throwing and catching skills in simple team games. Hit a ball or beanbag with a bat. <p>Develop confidence, competence, precision & accuracy with activities that involve a ball</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding. Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Hop on one foot 3 to 5 times. Jump and turn in the air. Hop on alternate feet. Combine movements to create sequences of movement. <p>Develop overall body strength, coordination, balance & agility</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Hold a controlled static balance on one leg Walk down steps, using alternate feet. Walk along a low narrow balance beam Move confidently in different ways on climbing apparatus. <p>Move confidently on balancing and climbing equipment setting themselves physical challenges.</p>	<p>Children in reception will:</p> <ul style="list-style-type: none"> Work collaboratively to move large outdoor equipment with increasing independence. Work with friends in a team – taking turns effectively. <p>Collaborate with others to devise team games and manage resources.</p>



Physical Development: Medium Term Plans Focus

Medium Term Focus- Fine Motor			
Year Group	Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
Nursery Cycle 1	<p>On the Move Making tracks.</p> <p>See writing opportunities in Literacy planning.</p>	<p>Marvelous Me Collage faces</p> <p>On the Farm Using cutlery to prepare and eat meals with fruit and vegetables.</p> <p>Once Upon a Time 1 Playdough gingerbread men.</p>	<p>Polar Express Dressing in winter clothes</p>
Nursery Cycle 2	<p>Toys Making tracks with toy vehicles.</p> <p>See writing opportunities in Literacy planning.</p>	<p>Look at Me! Playdough faces.</p> <p>Food Glorious Food Preparing and eating fruit salad.</p> <p>Once Upon a Time 2 Playdough gingerbread house.</p>	<p>Special Days Dressing in winter clothes</p>
Reception	<p>See writing opportunities in Literacy planning.</p>	<p>My Heroes Chop vegetables for vegetable soup. Hammer nails into vegetables.</p> <p>A Standing Ovation Make Diwa lamps. Make decorations.</p> <p>Castles, Knights and Dragons Playdough dragons. Moving dragon eggs with tweezers. Decorate crowns.</p> <p>Spring in our step Moving beans.</p> <p>Where We Live Ping pong football.</p>	
Y1 Links	<p>NC Year 1 Handwriting. Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 . Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		

Physical Development: Fine Motor

Milestones for Continuous Provision/Medium Term Plans		
Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp. • Forms pre-writing shapes. • Draws circles, horizontal/vertical lines. • Develop a dominant hand. • Attempt to write their own name in a way they recognise. • Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp, • Draws simple pictures which can be recognised by themselves and others. • Write their own name. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Pour from one container to another with some accuracy. • Manipulate playdough to make representations of objects using their hands. • Join large construction pieces together. • Use tools to make changes to playdough. • Use a spoon or fork to eat independently. • Make snips in paper with scissors. • Use scissors to cut paper in half. • Use a knife to cut soft food. • Spread using a knife 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently.
<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Forms all the letters of their names correctly. • Use an effective pencil hold working towards a dynamic tripod grasp. • Adds detail to drawings, e.g. eyelashes or windows on a house. • Forms recognisable letters for the full alphabet. • Forms all letters of the alphabet with correct formation. <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Join small construction such as lego. • Make more detailed models with playdough. • Use tweezers to move small objects. • Use scissors to cut around a shape on paper. • Use a knife and fork, attempting to cut soft foods. • Use scissors with developing accuracy and control. • Safely use hammers. • Use a knife and fork effectively. <p>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Put on socks and shoes. • Fasten zips independently <p>Dress and undress independently with some adult support with small buttons.</p>