



Physical Development

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

National Curriculum [Year 1]

EYFS Statutory Framework: 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.

ELG: **Gross Motor Skills** 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.

ELG: **Fine Motor Skills** 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.

	Preschool	Nursery	Reception	KS1 Links
Gross Motor Skills	<ul style="list-style-type: none"> - Sits comfortably on a chair with both feet on the ground - Runs safely on whole foot - Moves in response to music, or rhythms played on instruments such as drums or shakers - Jumps up into the air with both feet leaving the floor and can jump forward a small distance - Begins to walk, run and climb on different levels and surfaces - Kicks a stationary ball with either foot, throws a ball with increasing force and 	<ul style="list-style-type: none"> - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object - Creates lines and circles pivoting from the shoulder and elbow - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags 	<ul style="list-style-type: none"> - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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

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	<p>accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <ul style="list-style-type: none"> - May be beginning to show preference for dominant hand and/or leg/foot - Clap and stamp to music - Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<p>and streamers, paint and make marks</p> <ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<p>changing direction to avoid obstacles</p> <ul style="list-style-type: none"> - Travels with confidence and skill around, under, over and through balancing and climbing equipment - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<ul style="list-style-type: none"> - perform dances using simple movement patterns.
<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools - Holds mark-making tools with thumb and all fingers - Can hold a cup with two hands and drink well without spilling - Build independently with a range of appropriate resources. 	<ul style="list-style-type: none"> - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons - Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters independently - Uses a pencil and holds it effectively to form 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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

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	- Start eating independently and learning how to use a knife and fork.		recognisable letters, most of which are correctly formed	'families' (i.e. letters that are formed in similar ways) and to practise these.
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