

EYFS Physical Development Curriculum

<p>Over Arching Principles</p>	<ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. 						
<p>Characteristics of Effective Learning</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. 						
<p>Core Vocabulary</p>	<p>Fine Motor Skills & Tool Handling</p> <p>Grip Tripod grip Pincer grip Scissors Cut Outline Thread String Hole Tape dispenser Split-pin Join Stick Mould Shape Squash</p>	<p>Roll Press Build Clay Dough Mark-making Tool Precision</p>	<p>Gardening & Outdoor Tools</p> <p>Watering can Garden tool Control Pour Dig Plant Soil</p>	<p>Early Writing & Letter Formation</p> <p>Pencil Letter Capital letter Form Shape Write Trace Colour Tone Shade Primary colour Secondary colour Black White</p>	<p>Gross Motor Skills & Movement</p> <p>Travel Crawl Jump Hop Skip Balance Stretch Agility Coordination Control Direction Stop Obstacle course Spatial awareness Movement</p>	<p>Construction & Mechanisms</p> <p>Stack Align Balance Block Apparatus Mechanism Dismantle Connect Moveable parts Reclaimed materials Wood Structure Design Purpose Apparatus Climb Navigate</p>	<p>Ball Skills & Games</p> <p>Ball Bounce Roll Throw Kick Aim Track Collect Steer Block Target Foam javelin Bean bag Quoit Equipment</p>

AUTUMN TERM - Link to NC Physical Education Literacy

ELG
AT THE END
OF THE YEAR

Gross motor skills

- **Movement and coordination:** Children should be able to move energetically through activities like running, jumping, dancing, hopping, skipping, and climbing.
- **Balance and strength:** They should demonstrate strength, balance, and coordination when playing and using equipment.
- **Safety:** Children need to negotiate space and obstacles safely, while also considering themselves and others.

Fine motor skills

- **Tool use:** Children should use a range of small tools, such as scissors, paintbrushes, and cutlery, and hold a pencil with a tripod grip for writing.
- **Accuracy:** They should begin to show accuracy and care when drawing.

Core strength: Children should use their core muscle strength to maintain good posture when sitting

What we want the children to KNOW

Gross Motor

1. Building Core Strength

- Use core body strength to sit upright at a table.
- Begin to maintain posture during focused activities.
- Show increasing stamina and control when seated.

2. Exploring Movement

- Use different types of movement (e.g., crawling, jumping, rolling) during play.
- Begin to move with purpose and control across varied spaces.
- Explore how movement changes depending on direction and speed.

3. Spatial Awareness and Control

- Move in different directions with awareness of others and surroundings.
- Practice stopping quickly and safely during movement games.
- Begin to respond to movement cues and adjust speed or direction.

4. Printing Patterns

- Learn how to apply enough pressure when printing with tools (e.g., stampers, blocks).

1. Controlled Movement and Balance

- Use their body to move in controlled ways (e.g., crawling, stretching, balancing).
- Balance on apparatus with increasing confidence and stability.
- Begin to adjust body position to maintain control.

2. Coordinated Travel

- Travel in different ways (e.g., walking, hopping, skipping) with control and coordination.
- Move through space with awareness of others and surroundings.
- Begin to link movements together smoothly and rhythmically.

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	<ul style="list-style-type: none"> • Begin to print patterns with clear shapes and consistent colour. • Talk about the effect created and how it was achieved. <p>5. Washing Hands Properly</p> <ul style="list-style-type: none"> • Learn the steps for washing hands thoroughly (e.g., water, soap, scrubbing, rinsing, drying). • Begin to wash hands independently before eating and after messy play. • Understand why handwashing is important for staying healthy. • 	
Fine Motor	<p>1. Using Scissors</p> <ul style="list-style-type: none"> • Learn how to hold scissors correctly with thumb and fingers. • Practice cutting along straight lines with increasing control. • Begin to cut shapes and patterns with adult support. <p>2. Threading and Manipulating Objects</p> <ul style="list-style-type: none"> • Thread beads onto string using hand-eye coordination. • Begin to select and arrange beads with purpose (e.g., colour, size). • Show increasing dexterity and concentration during fine motor tasks. <p>3. Holding Cutlery</p> <ul style="list-style-type: none"> • Learn how to hold a fork correctly for eating. • Begin to use a fork with increasing independence and control. • Practice using cutlery during snack and mealtimes. 	<p>1. Using Squashing Techniques</p> <ul style="list-style-type: none"> • Use squashing techniques with hands and tools (e.g., rolling pins) to change the shape of materials. • Begin to control pressure to achieve desired effects (e.g., flattening, smoothing, shaping). • Explore texture and form through squashing activities with clay, dough, or sand. <p>2. Using Scissors Safely</p> <ul style="list-style-type: none"> • Learn how to hold scissors correctly and use them safely. • Practice cutting along straight lines and turning to follow outlines. • Begin to cut shapes with increasing control and accuracy. <p>3. Threading with Precision</p> <ul style="list-style-type: none"> • Thread string through holes in card using hand-eye coordination. • Begin to follow patterns or sequences when threading. • Show increasing dexterity and concentration during fine motor tasks. <p>4. Sitting for Handwriting</p>

- Learn how to sit upright at a table with feet flat and back supported.
- Begin to position arms and hands correctly for writing tasks.
- Maintain posture during focused activities with increasing independence.

5. Stacking and Balancing

- Stack blocks of different shapes and sizes with increasing control.
- Align and balance materials to create stable structures.
- Begin to understand how shape and weight affect balance.

SPRING TERM - Link to NC Physical Education Literacy

ELG
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Gross motor skills

- **Movement and coordination:** Children should be able to move energetically through activities like running, jumping, dancing, hopping, skipping, and climbing.
- **Balance and strength:** They should demonstrate strength, balance, and coordination when playing and using equipment.
- **Safety:** Children need to negotiate space and obstacles safely, while also considering themselves and others.

Fine motor skills

- **Tool use:** Children should use a range of small tools, such as scissors, paintbrushes, and cutlery, and hold a pencil with a tripod grip for writing.
- **Accuracy:** They should begin to show accuracy and care when drawing.

Core strength: Children should use their core muscle strength to maintain good posture when sitting

What we want the children to KNOW

Gross Motor

1. Recognising Body Changes During Exercise

- Begin to notice how their body feels during and after exercise (e.g., heartbeat, breathing, warmth).
- Talk about how movement affects their body.
- Develop awareness of physical effort and stamina.

2. Developing Control and Balance

- Show increasing control over their body during movement activities.
- Stretch, balance, and hold positions with growing stability.
- Balance objects such as bean bags or quoits on different body parts.

3. Controlling a Ball

1. Controlling Small Games Equipment

- Transport, collect, and throw small games equipment (e.g., balls, bean bags, hoops) with control.
- Begin to use equipment purposefully in movement and play activities.
- Show awareness of space and others when using equipment.

2. Travelling Through Complex Courses

- Travel across more complex obstacle courses that include changes in height, direction, and surface.
- Show confidence and control when climbing, balancing, and jumping.
- Begin to plan movements and adjust body position to complete challenges safely.

- Begin to control a ball using hands, feet, or body (e.g., rolling, bouncing, kicking).
- Show coordination and focus during ball activities.
- Explore different ways to move and stop a ball.

4. Navigating Space

- Negotiate space safely during outdoor play and in smaller indoor areas.
- Begin to move with awareness of others and obstacles.
- Adjust speed and direction to avoid collisions.

5. Changing Direction

- Change direction independently or in response to a signal.
- Begin to link movement patterns with control and purpose.
- Respond to movement cues with increasing accuracy.

6. Travelling Through Obstacles

- Travel across simple obstacle courses using climbing, crawling, jumping, and balancing.
- Show confidence and control when navigating different challenges.
- Begin to plan and adjust movements to complete a course.

7. Carrying and Controlling Equipment

- Carry and control small equipment (e.g., balls, hoops, bean bags) safely and confidently.
- Begin to use equipment with purpose during play and movement activities.

8. Handling Larger Apparatus

- Learn how to carry larger play equipment (e.g., pipes, poles) safely with less adult support.
- Show awareness of size, weight, and space when moving apparatus.

9. Using Movement Creatively

- Use gross motor movements to make patterns in the air with ribbons and scarves.
- Explore rhythm, flow, and shape through expressive movement.
- Begin to link movement with music or storytelling.

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Fine Motor

1. Using Tools Safely

- Use tape dispensers and split-pins safely and accurately during independent activities.
- Show increasing confidence in selecting and using tools for creative tasks.
- Begin to understand how tools help with joining and fixing materials.

SUMMER TERM - Link to NC Physical Education Literacy

ELG
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- **Balance and strength:** They should demonstrate strength, balance, and coordination when playing and using equipment.
- **Safety:** Children need to negotiate space and obstacles safely, while also considering themselves and others.

Fine motor skills

- **Tool use:** Children should use a range of small tools, such as scissors, paintbrushes, and cutlery, and hold a pencil with a tripod grip for writing.
- **Accuracy:** They should begin to show accuracy and care when drawing.

Core strength: Children should use their core muscle strength to maintain good posture when sitting

What we want the children to KNOW

Gross Motor

1. Using Gardening Tools

- Control large-scale gardening tools such as watering cans with increasing accuracy.
- Begin to understand how to use tools purposefully in outdoor environments.
- Show care and control when watering plants or moving soil.

2. Controlling and Steering a Ball

- Steer a ball by hand with control and direction.
- Aim, roll, track, and collect a ball during play activities.
- Begin to use ball skills in simple games and challenges.

3. Collecting, Moving & Placing Equipment

- Perform a range of actions using equipment such as balls or bean bags.
- Collect, carry, and place objects with control and purpose.
- Begin to follow instructions in movement-based tasks.

4. Blocking Objects

1. Ball Skills and Target Practice

- Bounce a ball on the spot or while moving with increasing control.
- Roll or throw a ball underarm at a target with accuracy.
- Kick a ball at a target or to a friend during play.
- Begin to coordinate hand-eye and foot-eye movements in games.

2. Developing Agility Outdoors

- Extend gross motor skills through outdoor challenges (e.g., climbing, jumping, balancing).
- Show improved agility, coordination, and stamina.
- Begin to link movements smoothly and respond to physical tasks with confidence.

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	<ul style="list-style-type: none"> • Show increasing accuracy when blocking objects such as balloons or foam balls. • Use hands or body to intercept and stop moving items. • Begin to anticipate movement and respond with control. <p>5. Target and Obstacle Challenges</p> <ul style="list-style-type: none"> • Control a ball through an obstacle course using hands or feet. • Aim a ball or foam javelin at a target with growing precision. • Begin to plan movements and adjust technique for success 	
<p>Fine Motor</p>	<p>□1. Using a Tripod Grip</p> <ul style="list-style-type: none"> • Use a tripod grip to hold a pencil correctly. • Form all letters accurately in most attempts. 	<p>1. Moulding and Building with Malleable Materials</p> <ul style="list-style-type: none"> • Use hand moulding techniques to shape and build with materials like clay, dough, or sand. • Explore squeezing, rolling, pinching, and pressing to create forms and textures. • Begin to create purposeful shapes and structures through manipulation. <p>2. Precision with Clay Tools</p> <ul style="list-style-type: none"> • Use fine pincer grip to handle clay tools for mark-making. • Show increasing control and accuracy when adding detail to malleable materials. • Begin to use tools to express patterns, textures, and design ideas. <p>3. Dismantling Mechanisms</p> <ul style="list-style-type: none"> • Use a range of tools (e.g., screwdrivers, spanners) to safely dismantle simple mechanisms. • Begin to understand how parts fit together and come apart. • Explore cause and effect through hands-on investigation. <p>6. Forming Letters</p> <ul style="list-style-type: none"> • Form lowercase and capital letters using correct pencil grip and posture. • Show increasing accuracy and consistency in letter shapes. <p>Begin to write simple words and phrases with adult support.</p>