



# EYFS Reception Physical Development Curriculum

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>						
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>						
<p><b>Core Vocabulary</b></p>	<p><b>Fine Motor Skills &amp; Tool Handling</b> 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><b>Gardening &amp; Outdoor Tools</b> Watering can Garden tool Control Pour Dig Plant Soil</p>	<p><b>Early Writing &amp; Letter Formation</b> Pencil Letter Capital letter Form Shape Write Trace Colour Tone Shade Primary colour Secondary colour Black White</p>	<p><b>Gross Motor Skills &amp; Movement</b> Travel Crawl Jump Hop Skip Balance Stretch Agility Coordination Control Direction Stop Obstacle course Spatial awareness Movement</p>	<p><b>Construction &amp; Mechanisms</b> Stack Align Balance Block Apparatus Mechanism Dismantle Connect Moveable parts Reclaimed materials Wood Structure Design Purpose Apparatus Climb Navigate</p>	<p><b>Ball Skills &amp; Games</b> 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"> <li>• Begin to print patterns with clear shapes and consistent colour.</li> <li>• Talk about the effect created and how it was achieved.</li> </ul> <p><b>5. Washing Hands Properly</b></p> <ul style="list-style-type: none"> <li>• Learn the steps for washing hands thoroughly (e.g., water, soap, scrubbing, rinsing, drying).</li> <li>• Begin to wash hands independently before eating and after messy play.</li> <li>• Understand why handwashing is important for staying healthy.</li> <li>•</li> </ul>	
Fine Motor	<p><b>1. Using Scissors</b></p> <ul style="list-style-type: none"> <li>• Learn how to hold scissors correctly with thumb and fingers.</li> <li>• Practice cutting along straight lines with increasing control.</li> <li>• Begin to cut shapes and patterns with adult support.</li> </ul> <p><b>2. Threading and Manipulating Objects</b></p> <ul style="list-style-type: none"> <li>• Thread beads onto string using hand-eye coordination.</li> <li>• Begin to select and arrange beads with purpose (e.g., colour, size).</li> <li>• Show increasing dexterity and concentration during fine motor tasks.</li> </ul> <p><b>3. Holding Cutlery</b></p> <ul style="list-style-type: none"> <li>• Learn how to hold a fork correctly for eating.</li> <li>• Begin to use a fork with increasing independence and control.</li> <li>• Practice using cutlery during snack and mealtimes.</li> </ul>	<p><b>1. Using Squashing Techniques</b></p> <ul style="list-style-type: none"> <li>• Use squashing techniques with hands and tools (e.g., rolling pins) to change the shape of materials.</li> <li>• Begin to control pressure to achieve desired effects (e.g., flattening, smoothing, shaping).</li> <li>• Explore texture and form through squashing activities with clay, dough, or sand.</li> </ul> <p><b>2. Using Scissors Safely</b></p> <ul style="list-style-type: none"> <li>• Learn how to hold scissors correctly and use them safely.</li> <li>• Practice cutting along straight lines and turning to follow outlines.</li> <li>• Begin to cut shapes with increasing control and accuracy.</li> </ul> <p><b>3. Threading with Precision</b></p> <ul style="list-style-type: none"> <li>• Thread string through holes in card using hand-eye coordination.</li> <li>• Begin to follow patterns or sequences when threading.</li> <li>• Show increasing dexterity and concentration during fine motor tasks.</li> </ul> <p><b>4. Sitting for Handwriting</b></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  
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. 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  
AT THE END OF THE  
YEAR

## Gross motor skills

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