



LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for PHYSICAL DEVELOPMENT  
PRIME AREA

Educational Programme for PHYSICAL DEVELOPMENT

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.

Autumn

Children need to be taught how to move safely in a large space such as the playground and the school hall. They need to learn stop or start commands either verbal or sound with the bells. This needs to be practised indoors and outdoors, so children can keep safe.

Children need to be taught explicitly what a 'space' is. This means they are able to reach out to the front, back and at either side and should not be able to touch anyone or anything else. They should practise moving around at a walking pace, then finding and standing in a space. This should be done indoors and outdoors.

Once children can stop and start on command and move to a space, they should practise how to move around the allocated space safely. This should be directly taught by the adult in the setting. Children should be encouraged to move around the area without touching each other. The stop/start commands should be used to refocus the children until the vast majority of children understand how to move at a walking pace, without touching each other.

Once the preceding skills have been mastered, then the children can learn how to adjust their speed of movement, moving fast and slow on command.

Children need to be taught how to move safely around our free flow large play equipment in the reception outdoor classroom. The children need to be taught how to move around it safely, so they can take safe, calculated risks within their play.

Children need to be taught how moving and exercise can help keep their bodies healthy (linking to PSED).

When moving around in PE, adults need to get the children to reflect on how their hearts are beating and what happens to their breathing, and begin to understand that doing exercise is healthy.

Children should be taught how the body needs water to keep safe and healthy. This should be part of their daily routine, using we dring to ep us think rhyme etc.

The children come dressed for PE. When removing any clothing such as hoodies or footwear for lessons, the children should be supported initially, with adults teaching the children the way to remove and then put clothing back on, rather than doing it for them. Children must be encouraged to have a go, try and be supported in their choices.

Children should be taught where all the classroom and outdoor equipment is stored and should be out away. They need to take responsibility for getting equipment out and putting it away safely and this needs to be taught and re-focussed continually. Adults must hand this responsibility where practicable and safely on to the children. In particular the children will be taught safe moving and handling of our large outdoor loose parts play equipment.

Children should be taught how to use the tricycles and scooters safely. They should be taught to move




	<p>around the given space at a safe pace and taking into consideration the space of others. They should be taught how to take turns.</p> <p>Children should be active participants of the process of 'risk assessment' with an adult identifying and finding solutions for hazards.</p>
<b><u>ASSESSMENT:</u></b>	<p><b><u>Learning to be secure by the end of Autumn Term:</u></b></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>*Stop and start on the agreed verbal/sound command;</li> <li>*Find a space independently and put themselves in it;</li> <li>*Move around a given space safely without colliding into others;</li> <li>*Learn to adjust speed on instruction;</li> <li>*<b>Knowing that it is good to be active and sometimes getting out of breath;</b></li> </ul>
SPRING	<p>Revise and recall prior learning to first ensure children can move around the space safely.</p> <p>Children need to be taught how to change direction of travel in a contained space on instruction. Practise this initially at a walking pace, but vary the pace as is developmentally appropriate.</p> <p>Children should be taught the rules of simple chase and pursuit games, that use and apply direction changes and moving safely yet quickly in a space, modelled by adults to enable safe play</p> <p>In PE lessons, children need to be taught how to jump and land properly with feet together and bended knees. This will first be from the ground and then from small obstacles such as a bench or step.</p> <p>Teach children to catch a large ball with both hands. Encourage them to always look at the ball.</p> <p>Children should be taught to push roll and to throw the ball back in the direction of their target.</p>

	<p>Children should be taught to move a ball with their foot and to begin to control the force of the kick as well as the place the foot connects with the ball, so it goes in the direction of their choice.</p> <p>Children should understand that they can change their own physical start by exercising i.e. they can make their own hearts beat faster, they know how to check by feeling their hearts through their chest and verbalise what is happening.</p>
<p><b>ASSESSMENT:</b></p>	<p><u>Learning to be secure by the end of Spring Term:</u>  Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Starting to experiment with different types of movements;</li> <li>*Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc.</li> <li>*Jumping off objects safely and carefully;</li> <li>*Negotiating space <sup>SEP</sup>carefully;</li> <li>*Change direction on command when moving at an increasing range of travelling speeds;</li> <li>*Travelling with confidence and skill when moving around, under, over and through various equipment;</li> <li>*Showing increasing control when pushing, throwing, catching and kicking a large ball.</li> </ul>
<p><b>SUMMER</b></p>	<p>Revise prior learning - moving in a space and following instructions.  Indoors and outdoors teach children to move around obstacles safely using the following instructions:  over, under, around and through.  Children should be introduced to the word 'balance' - holding themselves steady so they don't fall and be able to balance in a stationary position i.e. one foot, one hand and one foot etc.  Next they should be taught and practise balancing while travelling i.e. on a marked line, bench, stepping</p>

	<p>stones etc.</p> <p>Children should be taught to sequence three movements, including a balance position</p> <p>Children can plan and are trained to use a wider range of outdoor equipment safely.</p> <p>Children should be able to move the outdoor equipment and negotiate space safely.</p> <p>Children should be confident risk-assessing their environment.</p> <p>Children should be taught about sun safety, using the text <i>George the sun safe superstar</i> - and how they can keep themselves safe - clothing, shade, sun cream etc. Adults need to continually reinforce this learning and support children in making the best choices to keep safe in the sun.</p> <p>Children should regularly drink water as part of their daily routine. Children should understand key vocabulary such as hydration and dehydration.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Summer Term:</u></p> <p>Children achieve the ELG.</p>

<b>ELG: Fine Motor Skills</b>	
Children at the expected level of development will:	
<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	
Autumn	Adults need to hand a pencil to a child and establish which hand they are using as a dominant hand. This may be inconsistent at this stage.

	<p>Then, the following support should be given, taking into account whether they are choosing a left or right hand dominance.</p> <p>Children should begin the process of being taught how to hold a pencil. This should be modelled and should be corrected and scaffolded continuously by adults in the setting to ensure children can pick up a pencil and the child can hold it comfortably and confidently. This can start with wider, chunkier pencils at first, using the red for right handed/yellow for left handed pencils with the grooves and move to narrower pencils as physically appropriate for individuals. Adults should check and support children when they are undertaking self-initiated activities and free writing to ensure that the correct grip becomes embedded and residual in muscle memory. Physical development of hand-grip is developmental and not all children will be physically ready to hold a pencil at this age maybe - assess grip development and support finger strength using finger gym exercises. Adults must identify where a child is in the process and plan what you need to do next to support their individual development.</p> <p>Children need to be checked for the pressure that they are pressing down on, as this will impede the fluency of their script. Use funky fingers/dough disco activities here to help.</p> <p>Initially, children need to be taught how to follow a traced vertical line, with care and increasing fluency. Children should be encouraged to move and trace anti-clockwise, ready for letter formation.</p> <p>When the child is able to hold their pencil in a comfortable grip and can show a control while using it, then the letter formation programme from the school agreed handwriting scheme (Pen-pals) needs to be followed. For children for whom it is developmentally appropriate, the handwriting scheme can be followed without the correct grip as it can be drawn in sand, air, traced outside on the blue boards with water using a big paintbrush etc.</p> <p>Children should be shown how to use modelling tools such as rolling pins and cutters, so they can then use and apply them in their self-directed learning.</p>
<b>ASSESSMENT:</b>	<u>Learning to be secure by the end of Autumn Term:</u>

	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"><li>• <b>Drawing lines and circles using gross motor movements;</b> <ul style="list-style-type: none"><li>*Understand how to access key equipment that they need, how to get it out and equally important how to put it away safely and tidily</li><li>*Holding pencils between thumb and two fingers instead of whole hand; </li><li>*Beginning to hold pencil correctly and comfortably and use it to make controlled lines and shapes, starting letter formation; </li><li>*Using a range of tools and implements for manipulating malleable material safely and effectively</li></ul></li></ul>
Spring	<p>Use and apply letter formation from our Pen-pals handwriting scheme. Adults in the setting to reinforce correct letter formation during group teaching and self-directed activities. Address misconceptions and encourage the correct hand/pencil grip.</p> <p>Model and teach how to use scissors correctly, refocusing and addressing misconceptions to ensure children can cut out successfully and effectively. Begin with snipping and then move to straight lines. After this is achieved, cutting curved shapes should be introduced.</p> <p>Children should be receiving far less support to get dressed/undressed for PE, outdoor learning and role-play. Adults should now be instructing from a distance, if developmentally appropriate rather than being 'hands-on.'</p> <p>Children should be taught how to help each other in dressing as appropriate if help is needed. They should be encouraged to fold or hang up their own clothes neatly and take responsibility for placing them where they can find them when they come back.</p>



	Children should have lots of access to practising fastening press studs, buttons, zips, padlocks and other fastenings to develop hand/eye co-ordination and independence.
<b>ASSESSMENT:</b>	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>*Dressing themselves for outdoor learning and role play with very little, if any support, able to fasten and secure clothes independently;</li> <li>*Self-selecting the appropriate materials for the job;</li> <li>*Using cutting, joining and mark making equipment with increased confidence.</li> <li>*Handling tools, objects, construction and malleable materials safely and with increasing control;</li> <li>*Beginning to form recognisable letters;</li> <li>*Using a pencil and holding it effectively</li> </ul>
Summer	<p>Children should be now given a set time to get changed to and from outdoor learning, role play, PE, with clear time expectations set and the vast majority of children should be held accountable to the time.</p> <p>Children should be taught to fix and join materials by selecting and using a range of appropriate media to do the job i.e. when is runny glue better than a glue stick? When is powder paint better than ready mix paint? When is it best to use sellotape/masking tape?</p> <p>Adults should check that letters are correctly formed when children are writing in groups and in self-directed activity. Children should be reminded and refocused on letter formation and orientation.</p>
<b>ASSESSMENT:</b>	<p><u>Learning to be secure by the end of Summer Term:</u></p> <p>Children achieve the ELG.</p>