

EYFS Statutory Framework – Physical

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.

Gross Motor Skills	Fine 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.	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.
<i>Additional Benedict Biscop stepping stones to challenge:</i>	
-Move around in space safely at a variety of speeds, avoiding obstacles and other people. -Use strength to hold their own body weight. e.g holding a press up or set position for an extended period of time. Perform skills to suit a variety of sports, showing agility, balance and co-ordination. -Play a variety of games, sticking to a set rule system. -Identify how adults and children have different roles and responsibilities. -Display empathy towards others and explain why people have different emotions. -Attempt new activities with confidence and isn't scared to try new things after being unsuccessful. -Explain the basic rules of simple game/activities and explain why these are important to follow. -Get dressed and undressed independently, with minimal adult support. -Explain why it is important to lead a healthy lifestyle. -Display empathy towards others and isn't put off when losing a game or activity. -Set realistic goals and targets for themselves, based on their knowledge of their own ability. -Listen and respond to instructions appropriately, following simple sets of instructions.	

Birth to Three	Three to Four	Reception
Enjoy moving when outdoors and inside. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.	Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Be able to use and remember sequences of patterns and movements which are related to music and rhythm. 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.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination, and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

	Autumn Term	Spring Term	Summer Term
Nursery	<p>Fine motor skills</p> <ul style="list-style-type: none">-Provide a range of resources/equipment/tools with the provision and encourage correct grip e.g. tripod grip for pencils and to develop manipulation and control. Resources to be larger scale initially and progress to finer manipulatives.-Teach tripod grip.- Reinforce the use of a dominant hand.-Encourage pupils to explore different materials and tools.-Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Provide opportunities for pupils to climb small scale [e.g. half own height] reinforcing using alternate feet.-Provide opportunities for pupils to ride/move a range of vehicles. Encourage pupils to hold on with both hands and walk safely behind.-Explain how to use a rope swing.-Model strategies to support the development of balance and movement e.g. skipping, hopping, stand on one leg and hold a pose <p>Game skills</p> <ul style="list-style-type: none">-Modelling kicking, throwing and catching balls. Resources to be larger scale initially and progress to smaller manipulatives. <p>Expressive</p> <ul style="list-style-type: none">-Introduce a range of music and provide a range of tuned and untuned instruments to explore.-Prompt children to express themselves and move whilst listening to music. <p>Health and Safety</p> <ul style="list-style-type: none">-Introduce the need for rules when using certain equipment and tools within the provision to keep safe.	<p>Fine motor skills</p> <ul style="list-style-type: none">-Continue to insist on tripod grip for use in dominant hand.-Use large-muscle movements to wave flags and streamers, paint and make marks.-Encourage pupils to explore different materials and tools.-Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Provide opportunities for pupils to climb reinforcing using alternate feet e.g. climbing frames/trees.-Continue to develop their movement, balancing, riding (scooters, trikes and bikes), providing a range of progressional resources. <p>Game skills</p> <ul style="list-style-type: none">-Continue to develop ball skills, providing a range of progressional resources-Start taking part in some group activities, which they make up for themselves, or in teams.- Play games that include different balances and movements: Skip, hop, stand on one leg and hold a pose for a game like musical statues. <p>Expressive</p> <ul style="list-style-type: none">-Listen to range of music and explore a range of tuned and untuned instruments-Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm.-Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none">-To know the rules for keeping safe when using equipment and tools.	<p>Fine motor skills</p> <ul style="list-style-type: none">-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.-To select their own equipment/resources/tools.-Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.Use one-handed scissors independently.To fasten zips.To pick up small items with appropriate grip. <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Encourage the children to move in different ways-Encourage the children to climb higher and jump from increasing heights-Build up movements into sequences.-Provide children with more open areas to develop their skills. <p>Game skills</p> <ul style="list-style-type: none">-To aim for the basket with a ball-To attempt to kick a ball-To climb above own head height on climbing frame-To collaborate in games <p>Expressive</p> <ul style="list-style-type: none">-Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm.-Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none">-Understand how to keep safe when handling tools and moving equipment/materials.-Follow safety rules.
Reception	<p>Fine motor skills</p> <ul style="list-style-type: none">-Develop fine motor skills so that they can use a range of tools <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing-Model fluent style of moving, with control and grace.-To negotiate space and obstacles safely <p>Game skills</p> <ul style="list-style-type: none">-To aim for the target with a ball-To to kick a ball-To climb above own head height on climbing frame/tree-To collaborate in games, beginning to understand simple rules-Continue to provide a range of equipment and manipulatives to support the develop overall body strength, coordination, balance and agility–To praise others for their achievements-Model showing control when having feelings when winning/lose <p>Expressive</p> <ul style="list-style-type: none">-Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm.-Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none">-To know how to move around obstacles safely [when running]-To use tools and equipment safely	<p>Fine motor skills</p> <ul style="list-style-type: none">-Develop fine motor skills so that they can use a range of tools <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Negotiate space and obstacles with consideration for themselves and others.-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing-Progress towards a more fluent style of moving, with developing control and grace.-Continue to develop overall body strength, coordination, balance and agility-To be able to perform different movements on the climbing structure e.g. swing-To scoot safely <p>Game skills</p> <ul style="list-style-type: none">-To aim a ball to hit a target-To kick and catch a large ball-To participate in a variety of games-To praise others for their achievements-Model showing control when having feelings when winning/lose <p>Expressive</p> <ul style="list-style-type: none">-Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm.-Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none">-To know how to move around obstacles safely [when riding]-To use tools and equipment safely	<p>Fine motor skills</p> <ul style="list-style-type: none">-Develop fine motor skills so that they can use a range of tools with confidence e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Movement and balance [gross]</p> <ul style="list-style-type: none">-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing-Encourage holding own weight-Progress towards a more fluent style of moving, with developing control and grace.-Demonstrate strength, balance and coordination when playing-To ride a balance bike with feet on the floor <p>Game skills</p> <ul style="list-style-type: none">To aim a ball into a low/ near target-To participate in a variety of games, following games rules confidently-To explain the rules for the game-To know who the referee is and their role-To explain why people have different emotions in games. <p>Expressive</p> <ul style="list-style-type: none">-Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm.-Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. <p>Health and Safety</p> <ul style="list-style-type: none">-To use tools and equipment safely-To move around a space safely and control/change speed-To explain why it is important to lead a healthy lifestyle.