



Early Years Curriculum Physical Development

An Overview of 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.

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 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.

Physical Development in context at The Downley School (TDS):

At TDS, we understand how important being active is for children's mental and physical health and in the development of skills. Without a solid foundation of gross and fine motor control, and experience of moving in different ways, children will struggle to make ample progress in all other areas of learning. Physical activity is critical for pupils' well-being, social development, language development, reading and writing skills and to develop a sense of themselves in relation to the world around them.

At TDS, we realise that many children live more inactive lives, parents surveys indicate that children are now playing outside less at home than in previous years; it is therefore imperative that we give our pupils as many opportunities as possible to engage in a range of physical activities and develop new skills during their time in EYFS. We want to challenge children to take risks in their play, to push themselves to their limits and extend their abilities in a controlled environment.

At TDS, we provide children with a 'movement-rich' environment and ensure pupils have plenty of opportunities to cultivate physical skills in a wide variety of spaces. Children utilise the Early Years playground, the school hall, the field and forest school. We focus on providing pupils with the opportunity to move in a variety of ways including pushing, pulling, spinning, climbing, riding, rolling and making horizontal and vertical movements. We also ensure that children are given opportunities to engage in activities that cross the midline, enabling the brain to build neurological pathways; an important prerequisite for developing cognitive skills such as reading and writing. Pupils are also provided with a range of fine motor activities each day to develop pincer and palmer movements, wrist and arm rotation skills. Handwriting and correct letter formation are essential for later writing and this is being addressed by the introduction of discreet handwriting sessions in Reception.

Skills	Knowledge
<ul style="list-style-type: none"> • 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 • 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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> ○ Lining up and queuing ○ Mealtimes 	<ul style="list-style-type: none"> ❖ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. ❖ Name some body parts – i.e. – forehead, neck, shoulders, elbows, nails, ankles. ❖ Know the rules of ‘Pantosaurus’ (NSPCC rules). ❖ Know how their body changes after exercise and can talk about these changes. ❖ Know the importance of hand washing and appropriate times that we need to wash our hands.
<ul style="list-style-type: none"> ❖ To pedal a tricycle 	

- Development Matters Statement
- ❖ TDS Statement

Physical Development - Early Learning Goals

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.

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Opportunities to support Physical Development in EYFS

- Access to stimulating outdoor areas in which pupils can explore different ways of moving on a large and small scale.
- Access to scooters, bikes, trikes and body boards during continuous provision.
- Opportunities to use real tools on workbenches.
- Opportunities to handle equipment and tools through preparing fruit for the snack table.
- Practise of using tools for preparing food and feeding self, e.g.- spoon, fork, knife.
- Opportunities to use tools during cooking activities.
- Sports day activities.
- Weekly Forest School
- Regular dancing / moving to music

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