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| **Educational Programme for Physical Development** | **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 coordination 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. |
| **Key Learning Linked to Physical Development** | | |
| **GROSS MOTOR DEVELOPMENT**  **• Fundamental movement skills – run/running fast, travel on**  **feet/feet and hands, underhand throw, underhand roll, catching,**  **vertical jump and land, hop, static balance, balance on body parts**  **and balance using equipment, side roll and rock and roll, pencil**  **roll.**  **• Gross motor skills/movements – climbing, crawling, skipping,**  **sliding, slithering, shuffling.**  **• Spatial Awareness – awareness of own space, negotiates space,**  **finds a space, changes direction, stops.**  **• Safety Awareness – when moving themselves; when travelling**  **on, under, over through equipment and apparatus; using small**  **apparatus and equipment; carrying and moving equipment and**  **apparatus; respond to safety instructions.**  **• Apparatus – control and balance when using equipment for**  **climbing, jumping, scrambling, travelling, swinging; interacts with**  **small equipment – drop, push, throw, roll, catch, kick.**  **• Body strength – with and without tools and equipment e.g. sky**  **writing outdoors, carrying, pushing, pulling, digging.**  **• Movement of body parts - rotation of waist, shoulder, hip, knee;**  **bending, flexing and rotation of elbow and wrist; making shapes**  **with arms and hands, legs and feet; wriggling and stretching**  **elbows, wrists, fingers, knees, ankles, feet, toes.**  **• Use of Vocabulary linked to Movement - names of body parts,**  **directional movement – up down, backwards, forwards, sideways;**  **speed – fast, faster, slow, slowly, slower** | | **FINE MOTOR DEVELOPMENT**  **• Fine motor skills – demonstrates left/right hand dominance, demonstrates**  **hand-eye co-ordination; dexterity, manipulation and control when interacting**  **with materials, objects, equipment and toys; manipulation and control when**  **using tools and equipment.**  **Linked to Handwriting/Drawing**  **• Movement of body parts – rotation of shoulder; bending, flexing and rotation**  **of elbow and wrist; making a fist; finger isolation, wriggling and stretching**  **fingers, grasp and release, exploring mark making using fingers and media.**  **• Strength – shoulder, elbow, wrist, fingers.**  **• Pencil grip – holds writing tools and implements with a mature pencil grip, uses**  **appropriate amount of pressure.**  **• Lines and Patterns - uses a variety of media and tools to scribble and doodle,**  **draw lines, shapes and patterns: undulating, wavy, vertical, horizontal,**  **diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes,**  **dots.**  **• Drawing - draws pictures using a range of media and materials, adds detail to**  **pictures, demonstrates control of tools for drawing, takes care when drawing,**  **demonstrates accuracy in their drawing.**  **• Communication - talks about their mark making, representations, drawings**  **and writing; discusses mark making, writing and drawings with others.**  **• Manipulate and control a range of tools with increasing accuracy to represent**  **their ideas and experiences.**  **• Control of writing tools and equipment – size of letters, correct starting points**  **for different groups of letters, forms letters correctly.**  **• Letter formation – draws patterns, understands and follows language linked to**  **talk about shape and movement of patterns and letters, knows the handwriting**  **movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’**  **and forms basic letter shapes (linked to teaching of**  **phonics and those letters in their name).** |
| **What this Looks like in EYFS** | | |
| **Autumn 1**  **Where do I belong? Me and my world**  **Gross Motor**  **PE SCHEME – Fundamental Movement Skills**  Jump for distance, to land appropriately,  to hop on both feet,  to underarm throw for distance,  to catch with increasing accuracy, to climb with confidence under, over and through climbing equipment.  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness  **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **Autum 2**  **What do we celebrate? Sparkle and Shine**  **Gross Motor**  **PE SCHEME- Fundamental Movement Skills “How to catch a star”**  To balance on small and large body parts in the shape of a star.  To send a ball/ throwing equipment with increasing accuracy  To jump and land appropriately  To climb under, over and through climbing equipment  To practise throwing overarm  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness    **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **Spring 1**  **Where am I going and how will I get there?**  **Gross Motor**  **PE SCHEME- “Transport”**  To travel in a variety of ways  To adjust speed and avoid obstacles  To show increasing control over pushing an object.  To perform a variety of gymnastic rolls.  To overarm throw for distance.  To climb climbing equipment  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness  **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **Spring 2**  **What do I like to eat and is it good for me?**  **Gross Motor**  **PE SCHEME- Rosie’s Walk**  To jump and land appropriately  To experiment with different ways of travelling shuffling, running, jumping, skipping, sliding and hopping  To climb over and through climbing equipment  To experiment with ways of travelling on hands and feet  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness  **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **Summer 1**  **Are animals like me?**  **Gross Motor-**  **PE SCHEME- Hungry Caterpillar**  To perform the basic skill of jumping  To travel over, under and through balance and climbing equipment  To balance on a range of body parts  To throw underarm  To roll in a variety of ways  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness  **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **Summer 2**  **What does the Summer bring?**  **Gross Motor**  **PE SCHEME- Rumble in the Jungle**  To travel on hands and feet  To roll in a variety of ways  To use underarm and overarm throw with increasing accuracy  Outdoor play opportunities to allow children to move vigorously  Explicit modelling of the fundamental movement skills  Building core strength, stability, balance and spatial awareness  **Fine Motor**  Talking about writing and seeing teacher modelling writing.  Opportunities for mark making/ pre writing patterns and lines and shapes  Discrimination of left/ right- puppets, can you pick it up in your right/ left hand?  Hand eye coordination- bean bags into buckets, lacing, threading, weaving, skittles, bowling, magnetic fishing.  In hand strength- snack area, opening packets, jars, peeling, dough, water transfer sponges, banging, tongs and tweezers.  Hand finger manipulation - finger rhymes, construction kits, opening things, fastenings, zips, buttons and velcro  Finger isolation - finger painting, popping bubbles, pressing keyboard, telephone buttons role play  **Grasp**- **spherical grasp** playing with small balls picking up and throwing  **Cylindrical grasp**- cups, bottles, mugs, **pincer grasp** – popping bubble wrap. **Tripod grasp** chalks, pencils, crayons, paint brushes  Release- objects down guttering, marble run, connect 4, building towers  Pencil control  Drawing  Letter formation/handwriting following RED ROSE PHONICS letter formation rhymes  Dough Station, threading, tweezers and tongs, picking up small objects | | |
| **EARLY LEARNING GOAL (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.  **EARLY LEARNING GOAL (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. | | |
| **This sets out possible learning and intentions our plans are flexible as our children’s learning is often driven by their interests and certainly planned around their needs.** | | |