

# United Learning

EYFS Curriculum: Progress

Physical Development



# Physical Development

Gross Motor		
<b>Development Matters N3/4</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<b>Development Matters Reception</b>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<b>ELG</b>	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	
Fine Motor		
<b>Development Matters N3/4</b>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>
<b>Development Matters Reception</b>	<p>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.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
<b>ELG</b>	<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>	



# Physical Development: Gross Motor

Milestones for Continuous Provision/Medium Term Plans				
Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>Walk a balance bike.</li> <li>Pedal a tricycle.</li> <li>Use feet to scoot a balance bike and maintain balance.</li> <li>Turn corners on a scooter, tricycle or balance bike.</li> <li>Can stop a scooter, tricycle or balance bike when required.</li> <li>Maneuver around obstacles on a scooter, tricycle or balance bike.</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>Push, rolls and bounce a large ball.</li> <li>Throw a large ball up in the air, overhand and underhand.</li> <li>Move a large ball with their feet.</li> <li>Kick a static ball.</li> <li>Catch a large ball between extended arms.</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>Enjoys exploring different ways of moving.</li> <li>Use large muscle movements to wave flags &amp; streamers</li> <li>Stops or attempts to avoid obstacles when running.</li> <li>Skip, hop, stand on one leg &amp; hold a pose for a game like musical statues.</li> <li>Jump off a low object with both feet off the ground.</li> <li>Jump over a small stationary object</li> <li>Jump forward, taking off and landing on 2 feet.</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>Stand on tiptoes</li> <li>Walk along a chalk line</li> <li>Walk and crawl along a low, wide balance beam or plank.</li> <li>Climb up stairs, steps &amp; move across equipment using alternate feet.</li> <li>Explore and use climbing equipment, with some adult support.</li> <li>Stand on one foot for a short period of time shifting body weight to improve stability.</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>Follow simple instructions given by and adult or peer as part of a game.</li> <li>Work collaboratively to move large outdoor equipment with the support of an adult.</li> <li>Start to make up their own physical games.</li> <li>Choose the right resources to carry out their own plan.</li> </ul>
<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>Pedal/scoot and maintain balance while manoeuvring around obstacles.</li> <li>Control the speed of wheeled toys.</li> <li>Maintain a safe distance from other riders.</li> </ul> <p><i>2 wheeled bikes</i></p> <ul style="list-style-type: none"> <li>Pedal and maintain balance for a few metres on a flat or down hill surface.</li> <li>Can stop the bike using brakes.</li> <li>Pedal and maintain balance for an extended time.</li> </ul> <p><b>Pedal and maintain balance on a 2 wheeled bike around obstacles.</b></p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>Throw and kick a ball with increased accuracy.</li> <li>Hit a large target from 5 steps away with a tennis ball.</li> <li>Catch a large ball by bringing hands in towards chest.</li> <li>Bounce and catch a large ball .</li> <li>Kick a ball that is rolled to them from a distance.</li> <li>Begin to use kicking, throwing and catching skills in simple team games.</li> <li>Hit a ball or beanbag with a bat.</li> </ul> <p><b>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball</b></p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding.</li> <li>Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li> <li>Hop on one foot 3 to 5 times.</li> <li>Jump and turn in the air.</li> <li>Hop on alternate feet.</li> <li>Combine movements to create sequences of movement.</li> </ul> <p><b>Develop overall body strength, coordination, balance &amp; agility</b></p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>Hold a controlled static balance on one leg</li> <li>Walk down steps, using alternate feet.</li> <li>Walk along a low narrow balance beam</li> <li>Move confidently in different ways on climbing apparatus.</li> </ul> <p><b>Move confidently on balancing and climbing equipment setting themselves physical challenges.</b></p>	<p>Children in reception will:</p> <ul style="list-style-type: none"> <li>Work collaboratively to move large outdoor equipment with increasing independence.</li> <li>Work with friends in a team – taking turns effectively.</li> </ul> <p><b>Collaborate with others to devise team games and manage resources.</b></p>



# Physical Development: Fine Motor

Milestones for Continuous Provision/Medium Term Plans		
Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>• Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp.</li> <li>• Forms pre-writing shapes.</li> <li>• Draws circles, horizontal/vertical lines.</li> <li>• Develop a dominant hand.</li> <li>• Attempt to write their own name in a way they recognise.</li> <li>• Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp,</li> <li>• Draws simple pictures which can be recognised by themselves and others.</li> <li>• Write their own name.</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>• Pour from one container to another with some accuracy.</li> <li>• Manipulate playdough to make representations of objects using their hands.</li> <li>• Join large construction pieces together.</li> <li>• Use tools to make changes to playdough.</li> <li>• Use a spoon or fork to eat independently.</li> <li>• Make snips in paper with scissors.</li> <li>• Use scissors to cut paper in half.</li> <li>• Use a knife to cut soft food.</li> <li>• Spread using a knife</li> </ul>	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> <li>• Put on shoes without fastening</li> <li>• Pull zips up and down.</li> <li>• Pull up trousers independently.</li> <li>• Put T-Shirt and jumper on/off independently.</li> </ul>
<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>• Forms all the letters of their names correctly.</li> <li>• Use an effective pencil hold working towards a dynamic tripod grasp.</li> <li>• Adds detail to drawings, e.g. eyelashes or windows on a house.</li> <li>• Forms recognisable letters for the full alphabet.</li> <li>• Forms all letters of the alphabet with correct formation.</li> </ul> <p><b>Develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>• Join small construction such as lego.</li> <li>• Make more detailed models with playdough.</li> <li>• Use tweezers to move small objects.</li> <li>• Use scissors to cut around a shape on paper.</li> <li>• Use a knife and fork, attempting to cut soft foods.</li> <li>• Use scissors with developing accuracy and control.</li> <li>• Safely use hammers.</li> <li>• Use a knife and fork effectively.</li> </ul> <p><b>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</b></p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> <li>• Put on socks and shoes.</li> <li>• Fasten zips independently</li> </ul> <p><b>Dress and undress independently with some adult support with small buttons.</b></p>