



GOLDEN VALLEY PRIMARY SCHOOL

EYFS Curriculum Overview – Physical Development

Educational Programme

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

In Nursery, children will have learnt to:		
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding 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. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth-brushing.

<p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: e.g. rolling, crawling, walking, jumping, running, hopping, skipping and 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 	<p>At Golden Valley we will teach these objectives using:</p> <p><u>Gross Motor Skills</u></p> <p>PE</p> <ul style="list-style-type: none"> • Weekly planned PE activities including dance, gymnastics, ball skills, virtual league and 'Sticky Kids'. • A range of outdoor provision including bikes and trikes, the Trim Trail, Pirate Ship, Climbing Wall and activities set up as continuous provision <p><u>Fine Motor Skills</u> (English – Writing, Spatial Awareness</p> <p>English Art PSHE</p> <ul style="list-style-type: none"> • Activities designed to promote fine motor skills in continuous provision • Modelling of accurate use of tools and equipment • Activities using construction toys such as Lego, K'Nex, Mobilo, Lacy etc. • Frequent reminders by staff and lunchtime supervisors • Handwriting activities to develop letter formation, pencil grip and body position for writing • Activities such as jigsaw puzzles and block play to develop 	<p>By the end of the Reception year, children at the expected level of development will:</p> <p><u>ELG: Gross Motor Skills</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG: Fine Motor Skills</u></p> <ul style="list-style-type: none"> • 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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<p>large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> • 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. • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<p>spatial awareness.</p> <ul style="list-style-type: none"> • Repetition and focus on letter formation in daily phonics • Warm up sessions in PE to discuss the importance of exercise • Planned activities focussing on healthy eating and tooth care – visit from dentist or oral hygienist • Road safety sessions and visits from the Police Road Safety team • Early settling in activities • Reminders of the class' Full Value Contract and school/class rules. 	
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