

EYFS: Physical Development



In our Early Years at Henley Green, we recognise the importance of physical development to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

Educational Programme: 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 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.

Statutory 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.

Statutory 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.

Skills Progression

Little Acorns		
	Gross Motor	Fine Motor
Autumn Purposeful Projects: Autumn 1 – All about me Autumn 2 – What's Outside?	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Explore and watch ways to use a range of appropriate resources. Manipulate and control with larger equipment. Explore different materials and tools on a large scale. Clap and stamp to music.	Develop manipulation and control to explore mark making. Explore different materials and tools through grasping.
Spring Purposeful Projects: Spring 1 – Places to go Spring 2 – Eggs	Walk, run, jump and climb and start to use the stairs independently. Sit on a push-along wheeled toy, use a scooter. Enjoy starting to kick and throw balls. Build independently with a range of appropriate resources. Develop greater manipulation and control with larger equipment. Show greater control with different materials and tools on a large scale.	Build independently with a range of appropriate resources. Develop manipulation and control to mark make with more purpose. Show greater control when exploring different materials and tools. Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Summer Purposeful Projects: Summer 1 – Healthy me Summer 2 – What Grows?	Go up steps and stairs and climb on apparatus, using alternate feet Explore and choose how to move across equipment in different ways (crawls along a plank, balances, climbs) Spin, roll and independently use ropes and swings. Use large-muscle movements to wave flags and streamers, paint and make marks. Dental hygiene / Healthy me project	Use a comfortable grip when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
How will I see this in place? <ul style="list-style-type: none"> - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Planned continuous and enhanced provision activities with a focus on these skills - Adult interactions supporting children to practise and develop these skills - Planned trips and experiences - Autumn Term – Coombe Abbey, Spring term – Farm, Moat Café, Summer Term – soft play 		

Nursery		
	Gross Motor	Fine Motor
<p>Autumn Purposeful Projects: Autumn 1 – Autumn Time Autumn 2 – How I Celebrate</p>	<p>Select and use resources with help. Start to take part in group activities, led by adults.</p> <p>Develop their movement, balancing and riding pedal trikes and balance bikes.</p> <p>Go up steps and stairs and climb on apparatus using alternate feet. + Aut 2 Explore and choose how to move across equipment in different ways (crawls along a plank, balances, climbs) + Aut 2 Use large muscle movements to wave flags, paint and make marks. + Aut 2</p>	<p>Use a comfortable grip when holding pens and pencils. + Aut 2 Uses a pincer grip to manipulate a range of tools (paintbrushes/ playdough cutters). + Aut 2</p> <p>Be increasingly independent as they get dressed and undressed, e.g. putting on coats. + Aut 2</p>
<p>Spring Purposeful Projects: Spring 1 – Around the World Spring 2 – On the Farm</p>	<p>Play with at least one other child, giving cues in play. Choose the right equipment to carry out a plan.</p> <p>Develop ball skills such as throwing and catching, hitting a target.</p> <p>Skip, hop, stand on one leg and hold a pose. Move in different ways such as gallop, slither, roll and stamp.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Forms anticlockwise movements and retraces vertical lines. With guidance use one handed tools and equipment e.g. scissors</p> <p>Be increasingly independent as they get dressed and undressed, e.g. putting on coats.</p>
<p>Summer Purposeful Projects: Summer 1 – Growth and Change Summer 2 – People around me</p>	<p>Works with others to manage large items (moving a long plank safely, carrying hollow blocks). Start to take part in group activities, which they make up for themselves, or in teams.</p> <p>Follow a simple movement pattern (such as warm up to music). Use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Shows a preference for a dominant hand. Creates recognisable shapes with mark making equipment May begin to form letters in their name (with lines, circles initially). Uses one handed tools and equipment (e.g. making snips in paper with scissors)</p> <p>Use the toilet independently. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Be increasingly independent as they get dressed and undressed, e.g. putting on coats. Begins to use a knife and fork independently.</p>
<p>How will I see this in place?</p> <ul style="list-style-type: none"> - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Planned continuous and enhanced provision activities with a focus on these skills - Adult interactions supporting children to practise and develop these skills - Daily routines such as getting ready to go outside, snack time. - Planned small and large group activities such as parachute games, ball games - Dance Program – Music and movement (Summer Term) - Planned trips and experiences – Farm (Spring Term), Soft play trip (Summer Term), Sports' Day (Summer Term) 		

Reception		
	Gross Motor	Fine Motor
Autumn Purposeful Projects: Autumn 1 – All About Me Autumn 2 – Henley Green Nativity Show	Revise and refine different movements e.g rolling, crawling, climbing, hopping, jumping, skipping Climb safely, land safely, and balance when climbing. Join in with activities to begin to cross the midline. Develop ball skills of rolling, throwing and catching to self and to a partner.	Use a range of one handed tools and materials – tweezers, tearing paper, drawing and colouring, paintbrushes, threading, spoons. Use a comfortable grip with good control when using pens and pencils. Form anticlockwise movements. Begin to independently put their coat on and doing zip up.
Spring Purposeful Projects: Spring 1 – Space Spring 2 – Animal Babies	Progress towards a more fluent style of moving with developed control and grace. Achieve a good posture when sitting at a table or sitting on the floor with good posture and body co-ordination. Refine ball skills (kicking, passing, batting, aiming). Develop confidence, competence, precision and accuracy when using a ball.	Use a range of one handed tools and materials - pencils for drawing and writing, scissors, knives, forks. Use a tripod grip. Begin to form letters, with some formed correctly. Show some control with writing tools to create recognizable shapes e.g. begin to draw in detail like drawing facial features with head and body. Independently put their coats on and do their zip up.
Summer Purposeful Projects: Summer 1 – Just Imagine Summer 2 – Growing	Join in with directed sessions balance and agility needed for football, dance, gym, etc. Combine different movements with ease and fluency. Use large and small apparatus indoors and outdoors, alone or in a group. Develop overall body strength, balance, coordination and agility.	Use a range of tools and manipulate the use of two hands together. Develop good strength in using tools appropriately for writing with a tripod grip most of the time. Form letters correctly. Show increasing control in their ability to draw in detail- such as drawing story narratives (story mapping). Independently put their coats on and do their zip up. Know and talk about the factors that support their overall health and wellbeing.
How will I see this in place? <ul style="list-style-type: none"> - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Planned continuous and enhanced provision activities with a focus on these skills - Adult interactions supporting children to practise and develop these skills - Daily routines and transitions such as getting ready to go outside, snack time. - Planned PE sessions – Autumn Term First PE and Dance, Spring Term – Gymnastics and Multi-skills, Summer Term – Tennis and Sports Day - Planned experiences – Forest Schools (throughout the year), Warwick Castle Trip and Sports’ Day (Summer Term) 		