Strand: 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.

Nursery	Reception	End Of EYFS	Key stage 1 Expectation
Gross Motor – Knowledge and Skills			
Movement, Balance and Co-ordination **Knowledge** **Skills** • To stand in a space. • To jump in place with two feet together. • To walk on tip toes. • To walk on a line. • To stand on one foot for 5 seconds • To hop on one foot. • To run around obstacles. • To move safely by hopping, skipping, jumping and crawling. • To climb up steps or climbing equipment using alternative feet. • To ride a trike. • To dance to familiar action songs. • To skip, hop, stand on one leg and hold a pose for a game like musical statues. • Mime actions from everyday life; washing, dressing etc. • To move in different ways- *gallop, slither* • To respond to rhythm, music and story by means of gesture and movement.	**Movement, Balance and Co-ordination** **Knowledge** **Skills** • To move around safely in a space. • To jump forward without falling. • To walks backward toe-heel. • To skip and hop forward after a demonstration. • To run lightly on toes. • To walk on a balance beam. • To move energetically and change pathways to avoid others and obstacles. • To travel around, under, over and through balance and climbing equipment. • Hangs from a bar for at least 5 seconds. • To ride a bike/ balance bike or scooter. • To dance and move in different directions-develop actions that are *light/strong, big/small, fast/slow, and stillness.* • To express emotions through movement- *happy, sad, excited, surprised, tired...* • To create intended movements to create a sequence.	Children at expected level 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, rolls, crawling, skipping and climbing.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

Handling Sports Equipment Knowledge To know that objects can be moved in different ways. To know that hands and arms are used for throwing and catching. To know that legs and feet are used for kicking balls. **Skills** • To throw a ball overarm. • To catch a ball using the body. • To catch a ball that has been bounced. • To have control over an object by touching, pushing, patting, throwing, kicking or catching. (balls, bean bags, quoits etc) • To use large-muscle movements to wave flags and streamers.	• To perform different rolls • To compare and contrast movements: *high/low; fast/slow; heavy/light.* • To perform movements from existing dance traditions. • To add movements to music with 8 beats (4/4 rhythm)- *clap; foot-tap; walk for 8/stand still for 8; change direction.* **Handling Sports Equipment Knowledge** To know the correct body position for throwing and catching. **Skills** • To throw a ball underarm. • To step forward with leg on the same side as throwing arm when throwing a ball. • To catch a small ball using hands only. • To roll a ball in front of them and collect them. • To have increasing control over an object by touching, pushing, patting, throwing, kicking or catching.		• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns

Vocabulary Pushing, patting, throw, catch, kick, move, wave, dance	**Pedagogical Considerations** **Action Songs** Head, Shoulders, Knees and Toes. One Finger, One Thumb Keep Moving. If your happy and you know it.	**Vocabulary** Travel, balance, freeze, statue, muscles, bounce, strike, retrieve, rolling, catching, hopping, skipping	**Pedagogical Considerations:** Use Real PE Resources **Activities:** -Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. -Talk about why children should take care when moving freely. - Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. - Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it? - Repeated and varied opportunities to explore and play with small world activities,		

			puzzles, arts and crafts and the practice of using small tools - Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. - Model precise vocabulary to describe movement and directionality, and encourage children to use it. - Reinforce children use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. -Carefully explain some of the rules of lining up and queuing, such as		

			not standing too close or touching others. Give children simple verbal and visual reminders. - Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. - Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.		
Fine Motor – Knowledge and Skills					
Handling tools with control. **Knowledge** To know that scissors are used for cutting. To know how to handle scissors safely. To know which hand feels most comfortable and has the most control. (Beginning to recognise their dominant hand) To know how to grip tools such as paint brushes and pencils and begin to show control and make marks.			**Handling tools with control.** **Knowledge** To know how to hold and handle scissors correctly and safely. To know they need to hold the paper with their non-dominant hand. To know how to turn the paper. To know which is their dominant hand. To know how to hold a pencil with a comfortable pencil grip. **Skills** To make snips in paper moving the scissors forwards.	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all	Pupil should be taught: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

<table>
<tr>
<td colspan="2">Skills
To thread beads onto a lace or through a lacing card.
To make a model using playdough, by pinching, pressing, squeezing and moulding.
To use tweezers or chopsticks to pick up small items.
To use their finger and thumb (pincer grasp)
To pick up small items like pegs and beads.
To use a pencil to trace around a stencil.
To open and close the scissors and begin to make small snips into paper.
To begin to move the scissors forwards to cut a line.
To hold a pencil to make marks.
To draw lines (vertical/horizontal), circles and crosses.</td>
<td colspan="2">To follow and cut along straight line, curved line, a circle, square shape.
To cut more complex shapes, such as animals/figures.
To trace lines, shapes, patterns and letter shapes.
To draw with more accuracy.
To hold a pencil with the correct tripod grasp.
To hold a pencil and use with good control.
To draw some simple shapes.
To hold their pencil effectively to write letters and words fluently.
To use paint brushes to make marks and create different effects.
To use tools with control, accuracy and safely.
To use a knife, fork and spoon to feed themselves independently.</td>
<td rowspan="2">cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</td>
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<tr>
<td>Vocabulary
Snip, cut, blade, hold, squeeze, open, close, fingers, thumb, open, close,</td>
<td>Pedagogical Considerations
Tearing strips of paper to strengthen fingers
Practise holding the scissors and opening</td>
<td>Vocabulary
Snip, cut, blade, hold, squeeze, open, close, fingers, thumb,</td>
<td>Pedagogical Considerations
Begin with cutting soft things like playdough.
Snipping paper, one handed to begin with.</td>
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pinch, twist, screw, press	and closing the blade, (often with two hands) To practise making snips into the paper. Playdough to pinch, press, roll, squeeze, mould to make shapes. To thread beads onto a lace or use threading cards. Use chopsticks and tweezers to pick up small objects. Peg washing onto a washing line. Scissor scoops for picking up small objects to practise the scissor action of open and close. Use small construction, like Lego and mechano to make models by picking up small pieces, pressing, twisting, screwing. Colour pictures Draw pictures. Use chalks and paint brushes to make marks, lines, shapes, patterns	dominant, non-dominant, straight, curved, start, stop, turn, up, down, push, press Pinch, tripod grasp, control, draw	Move onto thicker materials like card. Follow and cut along a straight line. Cut around different shapes, squares, triangles Follow and cut along a curved line. Cut around a circle. Stencils to draw around. Freedom to draw, colour and paint write using paint brushes, chalks, crayons, felt tip pens, pencils, oil pastels etc. Pencil control and tracing cards or tracing paper. Tap a shape – using small pins and hammers.		

	and letter shapes of personal significance.				
Health and Wellbeing – Knowledge and Skills					
<u>Dressing:</u> . Take off own coat . Pull down pants to use toilet. . Put on shoes without fastening. . Pull zips up and down. . Pull up garments independently. **<u>Independence:</u>** . Begin to work independently to develop basic skills. . Wash and dry their own hands. . Can communicate when they need the toilet and use the toilet correctly most of the time. **<u>Health and Safety:</u>** . Know the difference between healthy and unhealthy foods and drinks. . Eats three meals a day and understands what is coming next. . Begins to make healthy choices in their eating. . Brush their own teeth with little support. **<u>Managing Risks:</u>** . To understand the difference between 'safe' and 'unsafe'. . Have an established sense of danger based on real life experiences.		**<u>Dressing:</u>** . Dress and undress independently but may still need help with small buttons and laces. . Put on socks and shoes correctly. . Fasten and unfasten zip independently. **<u>Independence:</u>** . Collaborate with others to devise team games and manage resources. . Start to make up their own physical games. . Uses the toilet confidently and independently. **<u>Health and Safety:</u>** . Consistently make healthy choices in their eating and try new food or drinks. . Brushes their own teeth independently and can communicate why it is important to brush their teeth. . To be able to assess basic risks before undertaking an activity or action. **<u>Managing Risks:</u>** . To create own obstacles to overcome in their play. . Negotiate suitable equipment to enable independence and to explore and discover.		Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes ☐ understand where food comes from.

<table>
<tr><td colspan="2">. Developing strength, coordination, agility and body confidence through engaging with natural materials and the ‘real world’.</td><td colspan="2">. Take part in solo and group games with an appropriate level of risk.
. To understand why there are rules and expectations and how they keep us safe.
. Challenging themselves in their play to extend their skills through risks.
. To know basic ways to minimise the risk of harm (crash mats, holding an adult’s hand etc.)</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Vocabulary
On, off, up, down, zip, button, shoes, dress, undress, wash, dry, healthy, unhealthy, teeth, gums, toothbrush, toothpaste, safe, unsafe,</td><td>Pedagogical Considerations
. Encouraging and praising independence when toileting themselves.
. Model and talk through correct personal hygiene skills eg. Toothbrushing, hand washing etc.
. Sort foods into healthy and unhealthy groups.
. Design a healthy lunchbox for a friend or themselves.
. Weigh up the risks and benefits of an activity and encourage the children to take appropriate risks.
. Teaching children through repetition how to manage their bodies</td><td>Vocabulary
Independent, laces, zips, straps, buttons, fasten, unfasten, healthy, unhealthy, sugar, salt, fat, germs, bacteria, risks, obstacles, rules, expectations, challenge</td><td>Pedagogical Considerations
. Modelling dressing and undressing with school uniform during PE sessions.
. Encouraging children to be independent while changing during PE sessions where applicable.
. Open-ended activities in the outdoor area that encourage taking risks (e.g. Planks, crates, wooden blocks, ramps etc.).
-Explain why safety is an important factor in handling tools, equipment and materials, and have</td></tr>
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	in different physical situations. . Use positive language that encourages risk taking, avoiding language like "Don't do that", "It's too high" etc. . Allow open-ended child-initiated activities indoors and outdoors that encourage taking risks.		sensible rules for everybody to follow. . Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. . Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. **Books:** Olivers' vegetables by Vivian French Look Inside What Happens When You Eat by Stefano Tognrtti Eat your peas by Nick Sharratt		