

Nursery - Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

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.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ **Demonstrate** strength, balance & coordination when playing ■ **Move** energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ 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

Focus	Gymnastics movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary To be used daily
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ■ Can balance on one foot or in a squat momentarily, shifting body weight to improve stability ■ Walks down steps or slopes, using alternate feet, maintaining balance & stability 	<ul style="list-style-type: none"> ■ Can grasp & release with two hands to throw & catch a large ball, beanbag or object ■ Run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles ■ Develop movement, balancing, riding (scooters, trikes & bikes) skills 	<ul style="list-style-type: none"> ■ Increasingly able to use & remember simple sequences of movements which are related to music & rhythm ■ Use large muscle movements to wave flags & streamers etc 	<ul style="list-style-type: none"> ■ Use one-handed tools & equipment ■ Use a comfortable grip with good control when holding pens & pencils ■ Eat independently 	<ul style="list-style-type: none"> ■ Be increasingly independent getting dressed & undressed ■ Take care of majority of own care needs within daily routine ■ Develop an awareness of risk ■ Observe & describe in words or actions the effects of physical activity on their bodies 	<ul style="list-style-type: none"> ■ Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Learning Outcomes	<p style="text-align: center;">Autumn 1 Colours and feelings</p> <p style="text-align: center;">Autumn 2 Families and Celebrations</p> <p>Continuous provision</p> <ul style="list-style-type: none"> ● Know the importance of washing hands ● Know how to hop, stand on one leg & hold a pose for a game like musical statues ● Know how to climb up stairs, steps & move across equipment using alternate feet ● Know how to crawl, walk & run across a low plank ● Know how to push, roll & bounce a large ball ● Know how to throw and catch a large ball ● Know how to move a large ball using feet ● Know how to change speed & direction to avoid obstacles <p>PE lesson specific - Locomotion and stability</p> <ul style="list-style-type: none"> ● Follow instructions on where to sit in a space and understand their surroundings. ● Understanding why we need space when being active. ● Walk backwards safely, checking for space by looking around and over their shoulders. ● Walk forward, backward, skip, hop on one leg and stop (holding a pose) when instructed to develop coordination and balance, and to strengthen legs. ● Run in the same direction and stop and start when signalled (traffic lights) 	<p style="text-align: center;">Spring 1 Traditional Tales</p> <p style="text-align: center;">Spring 2 Growing and changing</p> <p>Continuous provision</p> <ul style="list-style-type: none"> ● Follow simple instructions to make a series of movements ● Know how to skip, gallop, slither etc & follow instructions ● Begin to match movements to music ● Know how to use large muscle movements to wave flags & streamers ● Know how to make snips paper with scissors ● Show a preference for dominant hand ● Know how to hold a pen or pencil in a tripod grip ● Know how to use a knife & fork <p>PE lesson specific - Dance and gymnastic</p> <ul style="list-style-type: none"> ● Find a space independently and begin to create shapes, movements and actions within that space. ● Move freely and confidently without bumping into each other at different levels (low, medium and high) ● Make shapes and actions that link with words, themes and emotions (words). ● Interpret the music and move in time to the music. ● Run skilfully in the same direction and be able to change direction when asked. ● Galloping confidently with either leg as the lead leg. 	<p style="text-align: center;">Summer 1 People Who Help Us</p> <p style="text-align: center;">Summer 2 Wild Animals / Zoo</p> <p>Continuous provision</p> <ul style="list-style-type: none"> ○ Know how to put on a coat & fasten a coat ○ Know the importance and how to brush teeth ○ Know that equipment & tools need to be handled safely ● Begin to know the changes that happen to the body after exercise, such as heart beating faster <p>PE lesson specific - Fine motor skills and target games</p> <ul style="list-style-type: none"> ● Negotiate space and obstacle safely, consideration for themselves and others ● Demonstrate strength, balance and coordination when playing ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing ● Dodging - sliding to the left and/or right. ● Share equipment and take in turns. ● Play fairly and accept decision in games. ● Develop fine motor skills by holding a racquet, pick it up, carry and put down with care. Move the racquet fluently and safely. ● Roll, throw underarm and strike a ball with their foot at a given target. ● Understand that they might have a dominant foot or hand. 			

<ul style="list-style-type: none"> • Healthy Participation = Sharing equipment and being safe in a space 	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm • Healthy Participation = Sharing equipment and being safe in a space. 	<ul style="list-style-type: none"> • Healthy Participation = Sharing equipment, taking turns and being safe in a space. Handling equipment safely.
Children in nursery will have lots of opportunities to reinforce their developing physical skills through: <ul style="list-style-type: none"> □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ P.E (Physical Education) lesson with a coach □ Weekly Forest School sessions □ Yoga □ Balance bikes 		

Reception - Physical Development (Gross Motor Skills)

PE progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

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Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ■ Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding 	<ul style="list-style-type: none"> ■ Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles ■ Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming ■ Develop confidence. 	<ul style="list-style-type: none"> ■ Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences ■ Watch & talk about dance & performance art, expressing their feelings & responses 	<ul style="list-style-type: none"> ■ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ■ Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> ■ Can manage their own personal hygiene ■ know and talk about the different factors that support their overall health and wellbeing ■ Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy

	<ul style="list-style-type: none"> Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility 	competence, precision & accuracy with activities that involve a ball. Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes	<ul style="list-style-type: none"> Explore & engage in dance, performing solo or in groups 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 		
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community
	<p>To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. Use a variety of mark making tools with control.</p> <p>To know how to successfully roll, crawl, hop, skip, run, jump and climb (fundamental movement skills).</p> <p>To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly.</p> <p>Develop overall body strength, coordination, balance and agility.</p> <p>Work safely within a space, with others and with equipment and take responsibility.</p>		<p>Talk about the importance of exercise and sleep</p> <p>Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</p> <p>To move in a variety of ways in isolation and combination including rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping.</p> <p>To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems.</p> <p>Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels.</p> <p>Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely.</p> <p>Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed.</p>		<p>Explain a healthy diet and different food combinations</p> <p>Write with a clear tripod grip and create accurately formed letters ready for joining.</p> <p>Ride a balance bike effectively and with control.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Negotiate space and equipment safely and fairly.</p> <p>Always keep eye on ball when throwing and catching and do not turn back on ball.</p> <p>Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position).</p> <p>Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner.</p> <p>Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee</p> <p>Be able to interpret basic rules and accept decisions.</p> <p>Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running.</p> <p>Jump from one foot to two feet and from two feet to one foot, from a range of heights.</p> <p>Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.</p>	
Games		Dance		Self-Evaluation		
<p>□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.</p>						