

Physical Development within EYFS at Scorton Primary School

Statutory Framework for PD

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.

Intent

In Early Years at Scorton we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance and co-ordination
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

Implementation

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, and co-ordination.

Physical Development is valued and promoted through:

- PE sessions within Reception.
- Using transition times to promote gross motor skills- stand in the line on one leg.
- A daily get fit when counting session, focussing on key aspects of gross motor development
- Setting up a fine motor area which offers weekly challenges that develop wrist and finger strength, finger isolation and pincer grip.
- Providing mark making, both inside and outside, offering a wide variety of mark making tools and equipment- hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.
- Providing authentic resources throughout the provision- real kitchen equipment within the role play and mud kitchen.
- Using the outdoor classroom and filed area daily for Physical Development where small apparatus is organised, displayed and

available for children to use independently. • Equipping the outdoor area with resources to promote balance and upper body strength
balance bikes, scooters, wheeled vehicles (Pre-school) wheelbarrows (Forest School area) buckets and weighty objects

Progression of Knowledge and Skills

	Gross Motor	Fine Motor
Nursery	<p>I am able to run safely.</p> <ul style="list-style-type: none"> · I can climb on simple structures. · I move energetically running and jumping. · I am able to walk up and down stairs using two feet at a time. <p>I make marks in lots of different ways with large and spontaneous movements;</p> <ul style="list-style-type: none"> · I use a palm grasp to control mark making tools; 	
Pre School E	<p>I can:</p> <ul style="list-style-type: none"> • Draw circles and lines • Build my finger strength • Use one handed tools • Move in a range of ways • Move around space safely <p>Draw lines and circles using my whole arm</p> <ul style="list-style-type: none"> • Build my finger strength • Draw simple representations of myself. • Develop my core strength to balance • Build my upper body strength. 	
Pre School D	<p>I am learning to:</p> <ul style="list-style-type: none"> • Develop my wrist stability and strength • Develop a pincer grip. • Cross the midline • Use both sides of my body to do the same thing at the same time. <p>I am learning to:</p> <ul style="list-style-type: none"> • Use one handed tools with increasing control • Copy some letter shapes. • Use both sides of my body to do the same thing alternately • Kick a ball. 	

Pre School S	<p>I am learning to:</p> <ul style="list-style-type: none"> •Hold writing tools using a tripod grip •Copy letters in my name. •Throw and catch a variety of objects of different weights and sizes. <p>I am learning to:</p> <ul style="list-style-type: none"> •Control writing tools using a tripod grip •Form some letters from my name accurately. <p>Move confidently in a range of ways</p>
Reception Children E	<p>I can:</p> <ul style="list-style-type: none"> •Control and manipulate tools effectively •Handle writing tools with dexterity. •Move in a range of ways showing control and coordination. •Use anticlockwise movements in my writing. •Retrace vertical lines. •Develop spatial awareness to avoid obstacles.
Reception Children D	<p>I can/am</p> <ul style="list-style-type: none"> •Draw intersecting lines and shapes. •Coordinate both sides of my body to do different things. <p>Travel around, over, under and through obstacles</p> <ul style="list-style-type: none"> •Consistently use a tripod grip. <p>Develop my hand-eye coordination</p>
Reception S	<p>I can:</p> <ul style="list-style-type: none"> •Form all letters correctly. <p>Throw, catch and kick with accuracy</p> <ul style="list-style-type: none"> •Form letters clearly so that they are legible to others. •Develop my strength and stamina.
ELGS	Gross Motor Skills
Links to KS1	Balance on an unstable surface with increasing control