

## EYFS Curriculum – Physical Development (PD)

### Intent

At St John's children experience a range of physical activities and challenges. This area of learning offers opportunities for pupils to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. It allows for them to develop the confidence and skill in large gross motor movement that will support our children in developing healthy bodies. We provide a variety of opportunities for children to develop their fine motor skills as these are fundamental to support children with their hand-eye co-ordination, which is later linked to Literacy.

### Implementation
















Children have opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children are active, both inside and outside. Children have access to outdoors incorporated into their timetable as garden sessions and at designated playtimes. Discreet PE is taught during their garden sessions during the Autumn term. Beyond this, children attend additional PE session once a week which follows the whole scheme PE scheme. Children are confident in using mark marking and writing instruments, adult's model and encourage the correct pencil grip, and support children to use cutlery effectively during lunch times. Children participate in direct teaching of fine motor skills when they engage in dough disco, write dance and motor move it sessions. Children are provided with an environment which encourages and prioritises play-based fine motor skills as we recognise how this later develops their ability to write.

### Impact

Children at St John's leave the Foundation Stage spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.

## EYFS Progression Map – PD

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Education Programme</b>	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.					
<b>Nursery</b>	<p>Runs with special awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise</p> <p>Create lines and circles pivoting from the shoulder to the elbow</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>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.</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or object</p>	<p>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.</p> <p>Can balance on one foot or in a squat position, shifting body weight to improve stability</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<b>Reception</b>	<p>Confidently use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Independently get dressed and undressed (occasional adult support), for example, putting coats on and doing up zips.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>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.</p> <p>Further develop the skills they need to manage the school day successfully e.g. lining up and queuing at meal times.</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with PE sessions and other physical disciplines including dance and gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<b>ELGs</b>	<p><b>Gross Motor Skills</b></p> <p>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>			<p><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>		

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p><b>FISTED GRIP</b> 1-2 years old Children often hold their writing tool like a dagger, making use of their whole arm.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Children should not bring palm in contact with the writing tool.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>hooked wrist</p>  <p>extended wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p><b>STATIC TRIPOD GRIP</b> 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p><b>DYNAMIC TRIPOD GRIP</b> By 6 or 7 years old Using only 3 fingers to hold the writing tool. This offers a tripod grip to help move the pencil efficiently, accurately.</p> 
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		