

Curriculum Coherence- EYFS Physical Development – Prime Area		
<p>Previous Learning: During their time in Nursery, most children will be able to:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items. • Use one-handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 		
<p>INTENT</p> <p><u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Revise and Refine the fundamental movement skills they have already acquired. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoor and outdoors, 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • PD equipment- large scale and small scale used throughout provision to support gross and fine motor skills to support pencil grip. • Use of the PD boxes in the morning to support fine motor skills. • Planned opportunities to discuss being healthy.- using equipment on the PD trolley. • Movement breaks- go noodle, Jo Wickes, busy fingers, super movers, cosmic yoga. • Celebrating children’s achievement regarding PD e.g. sports certificates. • Encouraging independence of toileting, putting on coats and other clothing, modelling how to do up zips, untuck sleeves etc. • Explicit modelling on how to handle tools and equipment including paint brushes, scissors, sewing needles, wood work tools, pencils, fine motor equipment. • Continuous assessments to identify children making the slowest progress and those needing additional practise moving and handling skills and children that may need additional support through interventions such as 1:1 PD sessions and Sensory circuits. • Ensuring opportunities for children to achieve EYFS PD outcomes are promoted as much as possible in all learning areas and planning in the moment is used to develop physical development skills. • Whole class PD sessions to be introduced during the summer term. • Adult interactions are ensuring children are supported in making progress in their next stage of development within PD. 	<p>IMPACT</p> <p><u>Children meet the Early Learning Goals in Physical Development</u></p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiates space and obstacles safely, with consideration for themselves and others. • Demonstrates strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery.

<p>alone and in a group.</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, coordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: lining up and queuing & mealtimes. 	<ul style="list-style-type: none"> • Adults are encouraging and modelling the correct grip for tools and equipment. • Lunch staff to encourage the use of knife and fork when eating. • Cutting own snack (when Covid safe to do so) 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing.
<p>Links PSED and C&L: Team games, taking turns, following rules, negotiating ideas. Writing: Mark making Reading: Books linked to health and sporting activities/heroes. Maths: concrete resources and recording Understanding the world: Dancing- linked to Diwali/Chinese New Year Expressive art and design: Use of tools e.g. paint brushes, glue spreaders, scissors, sewing needles.</p>		
<p><u>Next steps in learning:</u> Those working beyond the ELGs may: <u>Gross Motor:</u></p> <ul style="list-style-type: none"> • Show precision in movements (e.g., gymnastics) and excellent body control. • Shows strength and power when jumping, throwing, etc. • Links a series of movements fluently and confidently , e.g., dance. • Engages in energetic and challenging physical activity through choice and pleasure. <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> • Sits writing on the line and begin to show clear ascenders/descenders. • Able to control the size of their letters/numbers. • Uses a knife and fork together confidently to cut food. • Draws detailed pictures. • Can do/undo buttons and zips. <p>Year1: National Curriculum objectives for Physical Education.</p>		

