



Early Years Curriculum

Physical Development



What does Physical Development look like in Early Years at Humshaugh C of E First School?

At Humshaugh First School we want all of our children to live happy, healthy and active lives. Physical development is fundamental to their all-round development. We place a high importance on healthy bodies and healthy minds. Children have daily opportunities to develop their gross and fine motor skills, both inside and outside. These are taught through focussed sessions as well as opportunities to play and explore. We are really lucky to have access to large outdoor spaces. Children are observed and assessed regularly and staff provide resources and activities to enable them to progress further. We have a healthy snack each day and the children have the opportunity to try different foods and we discuss the importance of healthy choices. We work with parents and health visitors to support children in having a healthy lifestyle.

Our **two year old Nursery** children learn to explore the environment inside and outside the classroom. They have lots of opportunities to move, for example dancing, climbing, running, jumping. They enjoy starting to kick, throw and catch balls, build with large equipment and begin to use scooters and tricycles. The children develop their fine motor skills exploring different materials, mark making, painting and handling different tools. They begin to develop the skills they need and greater control of their large and small movements. We encourage them to develop their independence skills from a very early age, putting coats on themselves and learning how to use the toilet and wash hands. We talk to the children about healthy food and drink choices. The staff are there to support them with these skills and overcome any difficulties.

Our **3-4 year old Nursery** children continue to develop their physical skills through balancing, riding bikes and developing their ball skills. They build dens and obstacle courses and start to work together with each other. Children have access to the outdoor adventure playground where they can develop their gross motor skills and core strength. There are some activities and skills that are taught and some are self-chosen. Nursery children can join in with the Reception weekly PE lesson if they wish to. Adults introduce new vocabulary specific to the task and show them how to use different tools and resources effectively. All children within the EYFS have the opportunity to participate in dance activities such as Boogie Mites or Dancing Doodles. Children learn how to hold pencils, scissors and other equipment with increasing independence. They are also encouraged to be as independent as they can with dressing, going to the toilet and hand washing. Children are taught about healthy eating and exercise as well as keeping clean, through stories and practical activities. We talk to the children about the importance of healthy choices.

In **Reception** children refine the movement skills that they have already acquired. This is through play and exploration as well as more focussed activities. Children are encouraged to be highly active on a daily basis as well as receiving a structured PE lesson each week. In Reception children are taught specific movement skills and the knowledge and vocabulary to progress further. They are then given the opportunity to practise these skills. This enables them to develop their strength, coordination, balance and agility. Core strength is important for them to be able to develop their small motor skills. These are then developed through providing an increasing level of skill and challenge using different equipment and resources as well as the opportunity to explore the outdoor adventure playground. Children are taught how to form their letters correctly and they practise drawing and writing on a regular basis. Support and extra guidance is given to those who need it. Reception children discuss exercise, healthy eating, good dental hygiene, self-care and the importance of sleep. They will learn about being safe online and in everyday situations such as crossing the road. We value the importance of good manners at meal times and snack times, helping each other and waiting their turn.

EYFS Humshaugh First School's Curriculum Document EYFS - Physical Development

| Year group | Skills | Knowledge | Vocabulary | Resources Books |
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| 2 Year old provision | Clap and stamp to music. | | Clap, stamp, march, tap | CD, MP3 Player Ribbons, instruments |
| | Explore texture and moving parts | | | |
| | Pick up small items such as raisins or threads. | | | Loose parts, sensory materials, tweezers, spoons etc |
| | Turn pages one-by one. | Know how to turn one page at a time. | | Books |
| | Build independently. | | | |
| | Build a tower of five or six bricks. | Know how to hold different items, tools and equipment. | build, on, off, up, down | construction blocks |
| | Thread cotton reels, thread-able shapes or big beads. | Know how to build using bricks. | | beads cotton reels thread-able shapes |
| | Develop manipulation and control- Hold a crayon and scribble freely. | | in, through, pull | |
| | Make vertical, horizontal and circular marks. | Know that they can make different marks. | draw, paint, circle, line, dot | Access to a range of mark making resources |
| | Paint with wrist action, making dots. | | | paint brushes Rollers, sponges etc to print. |
| | Learn how to print with paint. | | | |
| | Be able to tear paper. | | tear, paper | paper |
| | Explore different materials and tools Snip with scissors. | Know how to hold scissors and use scissors to snip. | Cut, snip | loop handle scissors |
| | Use two containers to pour and fill. | Know how to use both hands. | Pour, fill up, tip out, | Containers in sand, |

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| | <p>Explore playdough and clay.</p> <p>Complete inset jigsaw puzzles.</p> <p>Walk, run, crawl, jump and climb</p> <p>Learn to kick, throw and catch balls</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Begin to do things independently e.g. dressing and undressing and helping at snack times.</p> <p>Learn to use the toilet with help and then independently.</p> <p>HFS Curricular Goals for Rising 3s:</p> <ul style="list-style-type: none"> • Move freely in a range of ways including crawling, climbing and pedalling smaller toys. • Hold a pencil with a digital grip and draw a face with one or two features. • Stack 10 bricks, roll playdough into balls and sausages, snip with scissors. | <p>Enjoy manipulating different sensory textures</p> <p>Know that they may need to use trial and error.</p> <p>Develop awareness and control over own body</p> <p>Know what to do with different wheeled toys</p> <p>Know how to put a coat and wellies on.</p> <p>Develop awareness when wet or soiled >awareness that they need to wee or poo.</p> | <p>full, empty</p> <p>Squeeze, squash, roll, flat</p> <p>Understand: fit, turn it round, match</p> <p>walk, run, jump, climb, crawl</p> <p>kick, throw, catch</p> <p>ride, go, stop, turn</p> <p>put on, take off</p> <p>wet, dry, dirty, wee, poo, toilet, help, wipe, wash hands, dry</p> | <p>water etc.</p> <p>Playdough, clay</p> <p>inset and simple puzzles</p> <p>outdoor play</p> <p>Large and medium sized balls, bean bags.</p> <p>Push along toys, scooters, tricycle,</p> |
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| Nursery | Use scissors to cut out. | Know how to hold a pair of scissors. | | Loop scissors, sprung scissors |
| | Manipulate dough to make balls and snakes. | Know how to roll dough with your hands | Roll, ball, sausage or snake, cut, press | Playdough, tools, cutters and loose parts |
| | Complete simple jigsaws that contain six to ten pieces. | Know how to produce different effects in dough | Edge, side, match, fit | jigsaw puzzles |
| | Draw a person with head, face and body. | Have awareness of different parts of their body. | | pencils crayons chalks, whiteboards & marker pens paint brushes, paint |
| | Draw circles and copy some shapes. | Know how to hold a pencil (digital grip developing to modified tripod grip). | | |
| | Paint and draw freely. | Know how to draw pre-writing shapes- with adult support. | Know the language of using the pre-writing Shapes e.g. top to bottom. High, low, | pre-writing shapes and instructions scooters, trikes, taxis with pedals and balance bikes |
| | Develop movement, balancing and bike skills. | Know how to make a bike move. | Ride, go ,stop, turn around, through | |
| | Skip, hop stand on one leg and hold a pose. | Developing ability to still their bodies and to balance | Skip, hop, freeze, stop, still | |

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| <p>Build structures with blocks, boxes or planks.</p> <p>Move over, under, through, around obstacles</p> <p>Draw, paint and make marks on large vertical surfaces.</p> <p>Climb up steps, stairs or apparatus using alternative feet.</p> <p>Take part in movement play activities.</p> <p>Develop kicking, throwing and catching skills.</p> <p>Use large -muscle movement to wave flags and streamers.</p> <p>Use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Make decisions about the best way to move according to the space and resources.</p> <p>Be able to select appropriate resources to carry out a task.</p> <p>Collaborate with others to manage large items</p> | <p>Know that exercise is good for you.</p> <p>Understand and follow sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later.'</p> | <p>Top, bottom, high, low</p> <p>across, under, over, through, around behind, in front</p> <p>Up, down, top, bottom,</p> <p>stop, go, gallop, skip, hop, dance, jog, follow, lead, copy, game</p> <p>kick, throw, catch, aim , target</p> <p>movements, dance</p> <p>Copy, shake, tap pattern</p> | <p>Tunnels, crates, Poddely, Trim Trail- to make obstacle courses, large interlocking stars, bricks and den making materials outdoors. Logs, wheelbarrows, tyres.</p> <p>Construction materials inside and outside, loose parts large and small, small world, junk modelling</p> <p>Adventure playground</p> <p>Stairs to library</p> <p>Loose parts to select from-inside and outside.</p> <p>Boogie Mites, Dancing Doodles, instruments, scarves, steamers</p> <p>Different scissors available/ depending on ability & left/right handed.</p> <p>Pencil grips, triangular pencils.</p> <p>Knives/ forks/ other</p> |
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| | <p>safely.</p> <p>Use one handed tools and equipment e.g snipping paper with scissors.</p> <p>Use a comfortable pencil grip/ tripod grip when holding pencils and pens.</p> <p>Begin to eat independently using a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed e.g. putting on coats and doing up zips, putting own wellies on.</p> <p>Be increasingly independent in meeting their own self care needs e.g. using the toilet and washing hands effectively.</p> <p>Make some healthy choices related to food, drink, activity and tooth brushing.</p> <p>HFS Curricular Goals for End of Nursery:</p> <ul style="list-style-type: none"> • Run smoothly negotiating space and travel confidently over, under, around and through equipment • Hold a pencil using a modified tripod grip and draw a person with head, body, legs and arms • Cut a straight line with scissors | <p>To know the purposes of different resources.</p> <p>Know that you may need some-one else to help move something heavy.</p> <p>Know how to hold paper in one hand and use the scissors with the other hand.</p> <p>Know how to 'pinch and flick'.</p> <p>Know a knife is for cutting and a fork is for eating.</p> <p>Understand that they can do things for themselves and be proud of their achievements.</p> <p>Know the importance of good hygiene.</p> <p>Know that some foods are healthy and are good for you.</p> | <p>help, together, hold, lift, push, pull, team work</p> <p>snip, cut</p> <p>Pinch, flick,</p> <p>Knife, fork, spoon</p> <p>Put on, take off, fasten, buttons, zip</p> <p>Clean, dirty, germs, healthy</p> | <p>utensils.</p> <p>Books about healthy choices, fiction and non-fiction books.</p> |
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| Reception | <p>Be able to track objects, pictures and texts with my finger from left-to-right.</p> <p>Cut on a line continuously.</p> <p>Copy triangles, squares and other geometric shapes.</p> <p>Complete jigsaws with ten pieces or more.</p> <p>Thread needles, sew big stitches and make pom-poms.</p> <p>Trace with detail.</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> | <p>Understand that writing and numbers go from left to right across a page.</p> <p>Understand the concepts: other, way, direction, beginning, middle, end, before, after, order, curl/curly, above, below, across, dot, halfway, straight, like, alike, similar, wrong, apart, gap, space, best, worst, favourite,</p> <p>Understand how to leave a space between themselves and others,</p> <p>Know how to move in lots of different ways.</p> | <p>Continue with language learnt in Nursery -connected to pre-writing shapes. E.g. top to bottom when drawing a line.</p> <p>Match, turn it round, join, corner, edge</p> <p>Sew, thread, push, pull Follow, lines</p> <p>Space, stop, go, partner, team work, balance, walk, stroll, march, roll creep, run, jog, jump, hop, , crawl, slither, skip, climb</p> | <p>Tracing activities join the dots etc. Copying horizontal patterns with blocks or objects.</p> <p>Scissors of different types and left and right handed.</p> <p>Shapes</p> <p>Jigsaws</p> <p>Large sewing needles, thread and cloth or boards to sew, wool and pom-pom cardcircles.</p> <p>Tracing activities.</p> <p>Dancing Doodles PE in hall or outdoor Adventure Playground</p> |
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| | <p>Be able to lift, carry, push, pull construct, stack, climb using a range of resources.</p> <p>Progress towards a more fluent style of moving, with developing control and grace by practising and refining skills.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency e.g. complete an obstacle course that demands a range of movements.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Be able to change speed and direction.</p> | <p>Know what good sitting looks like.</p> <p>Know that they may need to practice a skill a few times to develop accuracy.</p> <p>Know how to stop and go, control their own speed and change direction.</p> | <p>Cross legs, feet on the floor, still, sit up smartly</p> <p>Fast, slow, speed, change, direction</p> | <p>Large loose parts e.g. crates, tyres, planks, tube, tunnels, Poddley, Trim Trail, obstacle courses.</p> <p>Two-wheeled balance bikes and pedal trikes and taxis, wheelbarrows.</p> <p>PE, Outdoor play, Adventure playground</p> <p>Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Needles, threads, hammers and nails. Construction kits</p> <p>Malleable materials</p> <p>Tweezers, Spray bottles</p> <p>Finger gym activities, Dough Disco</p> <p>Chairs and tables of different sizes.</p> <p>Adventure Playground</p> <p>Trim Trail, tunnels, obstacle courses. large loose parts</p> <p>PE, organised games e.g. follow my leader and races.</p> |
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| | <p>Develop overall body-strength, balance, coordination 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> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene.</p> <p>HFS Curricular Goals for End of Reception:</p> <ul style="list-style-type: none"> • Move energetically, showing, strength, balance and coordination safely • Use a pencil effectively using the correct pencil grip, correctly forming most letters. • Use a range of small tools competently including scissors and cutlery. | <p>Know how to combine a range of movements.</p> <p>Know how to hold a pencil correctly and form letters correctly.</p> <p>Know the importance of doing all these things at school and why we do them.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p> | <p>Aim, target, throw, catch, pass, kick</p> <p>Know RWI handwriting rhymes.</p> <p>Safe, healthy, clean, active, exercise.</p> | <p>Different sized balls, beanbags Resources to hit, bat a ball</p> <p>Dancing Doodles, sensory writing activities,</p> <p>Golden rules, school routines</p> <p>Road map on big yard School visits in the community.</p> <p>Fiction and non-fiction books about healthy eating and lifestyle.</p> |
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Physical Development ELG

ELG: Gross Motor Skills:

Children at the expected level of development 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, skipping and climbing.

ELG: ELG: Fine Motor Skills:

Children at the expected level of development will:

- 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.