



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 wellbeing. 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. As part of the EYFS statutory framework pupils are taught

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
 - Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
 - Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Implementation:

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2 Year Old Provision	Opportunities to climb on nursery equipment such as small mountains, wobbly walkers, benches etc. Opportunities to run around obstacles – changing direction. Resources available that can be pulled, children to pull these whilst walking forwards, backwards and sideways.	walk, run, sit, stand, forwards, backwards, sideways. Climb, crawl Ride, pedal, push, pull ball, Throw, catch, roll Build, stack, balance, fall, wobble Thread	Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.



	<p>Climbing through different sized spaces/obstacles.</p> <p>Space for riding tricycles in both straight lines and around wide corners.</p> <p>Encourage movement in different ways – including on tiptoe.</p> <p>Movement and Music daily.</p> <p>Squiggle whilst you wiggle.</p> <p>Encouraging children to sit with feet crossed at the ankles.</p> <p>Opportunities for children to throw and kick balls of different sizes.</p> <p>Block play – including some simple models/pictures to copy of simple bridges, trains etc.</p> <p>Thread large beads onto shoelaces.</p> <p>Match shapes for simple jigsaws.</p> <p>Use mark making tools including large paint brushes, large wax crayons, large chinks, large pencils – supporting children to progress from whole hand grasp to a grasp between the first 2 fingers and thumb.</p>	<p>paint, draw, snip, cut, roll, pinch</p>	<p>Walk, run, jump and climb – and start to use the stairs Independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Learn to use the toilet with help, and then independently.</p>
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	<p>Drawing people and explaining the parts they have included.</p> <p>Practice using toy scissors to cut through playdough and progress onto paper.</p> <p>Pinch, roll, squash and squeeze the dough to develop hand muscles and control.</p> <p>Model/encourage children to bend over to pick up objects (rather than crouching).</p> <p>Building towers 6 to 7 bricks tall. whole hand grasp to a grasp between the first 2 fingers and thumb.</p> <p>Drawing people and explaining the parts they have included. Practice using toy scissors to cut through playdough and progress onto paper.</p> <p>Pinch, roll, squash and squeeze the dough to develop hand muscles and control.</p> <p>Model/encourage children to bend over to pick up objects (rather than crouching).</p> <p>Building towers 6 to 7 bricks tall. Looking at books, turning pages independently.</p> <p>Looking at books, turning pages independently.</p>		
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EYFS PROGRESSION MAP
PHYSICAL DEVELOPMENT – P.E.



Preschool	<p>Children try to run on tiptoes.</p> <p>Squiggle whilst you wiggle.</p> <p>Attempt sharper and sharper turns on a tricycle.</p> <p>Try to stand on one foot for longer and longer periods of time and to attempt hopping.</p> <p>Model/encourage children to bend over to pick up objects (rather than crouching).</p> <p>Model/encourage children to attempt further ball skills such as bouncing and catching.</p>	<p>Balance, hop, skip, jump, ride, weave</p> <p>Catch, throw, bounce, roll, push, pull, slide Hit, swing</p> <p>Model, balance, stack Grip</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>
Foundation	<p>Weekly PE lesson delivered using the Cambridgeshire scheme for skill progression.</p> <p>Weekly Forest School - managing risks, physical climbing and negotiating movements.</p> <p>Walk along narrow lines and benches.</p> <p>Engage in active climbing, hopping, jumping, dancing, skipping, running and digging.</p> <p>Encourage the lifting of items that are increasingly heavy but still within the safe capabilities of the children.</p>	<p>Control, coordination, risk, climb, space, narrow, balance, skip, hop, run, walk, dance, dig etc challenge</p> <p>balance, static</p> <p>balance, hop, skip</p> <p>rhythm, pulse, beat</p> <p>control throw, catch, roll, slide, underarm</p> <p>overarm, tap, hit</p> <p>chop, slice, cut, dice, grate hit, hammer, saw, cut, join</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>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>



	<p>Provide lots of opportunities for children to move around in a variety of ways showing consideration for themselves and others.</p> <p>Provide opportunities for the children to try to stand on one foot for longer and longer periods of time and to attempt hopping forwards.</p> <p>Provide opportunities for children to try to move rhythmically to music.</p> <p>Provide opportunities, through resourcing, for children to develop the strength in their hands - dough gym, pen disco, write dance.</p> <p>Provide opportunities for children to explore throwing and catching balls of different sizes.</p> <p>Provide opportunities for the children to try picking up smaller and smaller objects.</p> <p>Provide opportunities for children to build elaborate models, sometimes following models.</p> <p>Provide lots of opportunities to explore mark making tools including a variety of pencils, pens and paintbrushes.</p> <p>Provide lots of opportunities for drawing a variety of things including people with increasing detail – head, trunk, legs, arms, facial features.</p>		<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</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.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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> <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 ELG Gross motor Negotiate</p>
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PHYSICAL DEVELOPMENT – P.E.



	<p>Support children to add more detail to drawings of things such as houses, e.g. windows, roof, chimney etc.</p>		<p>space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing; -</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine Motor</p> <p>Hold a pencil effectively in preparation for fluent writing.</p> <p>Using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>
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