



Feniscowles Primary School EYFS Physical Development Progression Document

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.

	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</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 confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Fine Motor Skills	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <ul style="list-style-type: none"> ○ Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. • Attempts to use a tripod grip with some consistency. • Often chooses to draw, representing recognisable objects or shapes in work. • Use scissors to cut along curved lines, holding scissors in the correct position. • Is able to mould and shape clay with fingers and tools. 	<ul style="list-style-type: none"> • Develop the foundations of a hand writing style which is fast, accurate and efficient. • Holds a pencil in a tripod grip. • Uses scissors to cut around more complex shapes, e.g. split pin characters. • Has developed dexterity for threading small items and manipulating small objects. 	<p>ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG Fine Motor Skills Begin to show accuracy and care when drawing</p>
health and Self-Care	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • Further develop the skills they needs to manage the school day successfully: <ul style="list-style-type: none"> • Lining up and queuing • Mealtimes • Personal; hygiene 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>
SEND	<p>There should be appropriate modifications to the setting environment. These modifications may include:</p> <ul style="list-style-type: none"> • Access to a dedicated ICT device • Staff support in some key areas of the curriculum and for key activities • Programmes to promote early keyboard skills • Alternative augmented recording methods e.g. use of information technology • Appropriate planning for Physical Development, ensuring children’s fine and gross motor skills are planned for effectively using evidence based, appropriate EYFS interventions • Fine motor skills programmes such as Write Dance • Emergency Evacuation Plans 		

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| | <ul style="list-style-type: none">• Cushions e.g. wobble cushions, wedge cushions• Additional time for some activities• Alternative ICT equipment such as one touch mouse, large keys keyboard.• Pre-teaching ideas• Plans to reduce physical exertion e.g. lower peg in cloakroom for clothes• Regular mobility breaks – e.g. not being on carpet for too long, opportunities to stand/get out of chair• Alternative inclusive PE activities• Support to enable recommendations on risk assessments, e.g. Personal Emergency Evacuation plan, Individual Health Care plan, manual handling plan. |
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