

What does PE look like in EYFS?

- Physical development is one of the Prime areas of learning in EYFS and threads through all parts of teaching and learning.
- It is divided into 2 areas: Gross motor skills and Fine motor skills.
- The Early Learning Goals for Physical Development at the end of Reception are:

Gross Motor Skills:

- ✓ 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.

Fine Motor Skills:

- ✓ Use a range of small tools, including scissors, paintbrushes and cutlery.
- ✓ Begin to show accuracy and care when drawing.
- ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Gross Motor Skills

- There are lots of opportunities for the development of gross motor skills in Reception with continuous access to the outdoor area. In this area, equipment, such as the tricycles, scooters, climbing apparatus and large construction, develops strength, balance and coordination. It also encourages children to negotiate space and obstacles whilst considering the safety of themselves and others. There is also plenty of open space where children can run, dance

and hop. There are moveable resources such as space hoppers, hula hoops, skipping ropes and dancing ribbons that encourage children to move energetically and practise more specific skills.

- Children have a weekly Physical Development lesson with Soccer 2000 sports coaches where gross motor skills are specifically taught.

Fine Motor Skills

- There is a daily focus on fine motor skills in order to lay the foundations for children's writing. Usually children enter Reception lacking basic fine motor skills and have limited experience of using smaller tools. From entry, we provide opportunities to develop the muscles and hand-eye coordination needed to improve fine motor control such as 'Dough Disco', tracing, colouring, cutting, threading, pinching pegs and tweezers and also larger scale movements for those who need to develop the pivots of the shoulder, elbow and wrist.
- Children are given lots of opportunities to mark make on various scales, with vertical and horizontal surfaces, providing opportunities to strengthen the core muscles needed to sit at a table to write.
- Through the RWI programme that we follow for phonics, children very quickly attempt to write sounds in a book. For those who find this difficult, a combination of large scale opportunities and hand over hand guidance is used to support.

- Below is our skills and knowledge grid for Physical Development. The skills are divided into our realistic expectations of children on entry (based on usual trends) and show progression from term to term, ending with the statutory Early Learning Goals. In order to reach a Good Level of Development at the end of EYFS, children must meet the Early Learning Goals for Physical Development.

PHYSICAL DEVELOPMENT

Gross Motor Skills

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| <p>I can balance and move skilfully</p> | <p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can make large circular and linear movements with my arms.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | <p>I am showing improved balance on a range of climbing equipment.</p> <p>I can move and stop confidently.</p> <p>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>I can combine different movements with ease and fluency.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I am further develop the skills I need to manage the school day successfully: - lining up and queuing - mealtimes</p> | <p>I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>I am developing overall body-strength, balance, co-ordination and agility.</p> <p>I am further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> | <p>Negotiate 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> |
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Fine Motor Skills

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| <p>I can use a pen or pencil with good control to write recognisable letters and numbers.</p> | <p>I show a preference for a dominant hand.</p> | <p>I hold my pencil with an effective grip.</p> <p>I can mark make on a small scale and I'm beginning to write recognisable letters and numbers.</p> | <p>I can write recognisable letters and numbers that are becoming more consistent in size.</p> | <p>I can use a fluent style for writing letters and numbers correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> |
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| I can use a range of small tools accurately (scissors, pens, paintbrushes...) | I can hold scissors appropriately and safely. I can mark make using a range of small tools (pens, crayons, paintbrushes, chalk...) | I can cut with scissors showing some control. I show increasing control when mark making with a range of small tools. | I can cut with scissors showing increasing control and precision. I can choose and use small tools for specific purposes. | Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
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