

Lings Pre-school - Physical Development

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 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception
Gross Motor Skills				
Knowledge and Skills to be Taught	Independent toileting Putting coats on independently Taking shoes and socks off Exercises to build core strength and shoulder girdle e.g., cobra, crawling, slithering Sitting on the carpet for a short period of time Healthy body and healthy mind, children learn to make good choices	Continuing independence with toileting and dressing Balancing and different ways of moving Safely taking risks when exploring and climbing	Pulling up zips and doing up shoes Health eating and oral health Sitting on carpet for longer period (10-15 mins?) Having a can-do attitude	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.
Possible Lines of Enquiry	See below for outdoor continuous provision PE lessons with core exercises Gross motor skills activities within outdoor and indoor provision	Learn to use pedals on the trike Control on the balance bikes PE lessons for balance including on equipment plus more movements such as galloping, slithering, hopping ‘Assault’ course type activities	Dressing and undressing for PE and in a role play PE lessons for ball skills and dance Being healthy activities – food, fitness and oral health	

	Sand and water play with large implements e.g., pouring from a jug Cosmic yoga			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Stem sentence for asking to use the toilet Body positions – vocab will link to specific schemes e.g., cobra / lizard for KL etc Healthy Jump, hop, skip, sit, stand, walk, roll, gallop, slither, Space Partner Names of pieces of equipment			
Ongoing throughout the Year	Adults promote independence and healthy behaviours, snack time, hand washing Large chalk boards and whiteboards for mark making Free flow access to outdoor space with large climbing frame and large construction activities e.g., wooden blocks Large climbing equipment, tricycles, scooters and scuttle bugs, children’s brooms for brushing up, large and small balls, bats, hoops and ribbons on sticks Crates, tyres and logs for building and climbing Allotment space or mud area for gardening and digging Action rhymes e.g., follow the leader, head shoulders knees and toes			
Assessment Checkpoint I.e., what a child on track can do by the end of this term	Children climb confidently Children use large muscle movement to paint, make marks and wave flags or streamers Able to move in a variety of ways	Children use some tools and equipment with control Growing independence with dressing Continue to develop movement and balancing skills	Run with confidence negotiating space well Can momentarily balance on one foot Able to sit on floor/chair for short period of time Growing confidence with large equipment e.g., blocks, climbing frame or bikes Uses alternate feet to climb Children take calculated risks	

Areas of Learning	Autumn	Spring	Summer	Links to Reception
Fine Motor skills				
Knowledge and Skills to be Taught	How to use tools such as tweezers, paint brushes, chubby markers, hammers etc appropriately FMS activities such as threading, pin boards, pinching to pick up items How to use a spoon and fork Safely use one handed tools and equipment	Develop hand grip for pencil control (continue from Autumn term) How to use a knife and fork Using a range of mark making equipment Pincer grip	Tripod grip (if ready) and making controlled marks – up and down and anti-clockwise circles with a correct starting point How to form letters in name using lower case letters	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.
Possible Lines of Enquiry	Cutting and preparing foods Pouring drinks Funky finger activities Playdough gym Hammer boards Disco dough	Mark making on smart screen Woodwork bench with small tools Turning pages of book carefully Threading, Pegs and boards	Whiteboard pens and boards Observational drawing and painting Drawing more detailed pictures e.g., self portrait	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Pat, roll, pinch, snip, cut, pour, spread etc Tripod grip, pincer grip etc Names of pieces of equipment Turn page			
Ongoing throughout the Year	Children have a wide range of malleable resources such as playdough, sand, shaving foam, kinetic sand, soap flakes, jelly Clipboards with paper and pens, whiteboards and pens, scissors, pencils, crayons, chalk, threading, tweezers, weaving materials. Mark making area. Water play to encourage pouring Playdough (always standing up and not sitting down) Variety of mark making using different body position e.g., standing up, sitting, under the table Scissors and cutting activities			

<p>Assessment checkpoint</p> <p>I.e., what a child on track should be able to do by the end of this term</p>	<p>Developing skills, picking up objects with tweezers, making snips in paper</p> <p>Eat independently, learning how to use a knife and fork or spoon</p> <p>Usually be able to toilet independently</p> <p>Begin putting on own coat</p>	<p>Use a comfortable grip and gain good control when using pens and pencils</p> <p>Show a preference for a dominant hand and uses to manipulate tools and equipment with increasing control</p>	<p>Gain control when mark making and begin to form recognisable letters</p> <p>Use a pinched pencil grip (may not be tripod but neither a palmer grip)</p> <p>Can dress and undress, Increasing independence to meet own needs</p>	
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