



Updated 2024-25

Physical Development in EYFS

	Autumn	Spring	Summer
Key Concept	Fundamental Movement skills	Dance & Gymnastics	Target skills and athletics
Intended knowledge and Skills	<p>Skills: I can run skillfully, negotiate space successfully, pick up, carry and put down with care, show increasing control over an object, be aware of my surroundings and obstacles, balance on one leg, move through an obstacle course skillfully, and encourage my team mates whilst I wait my turn</p> <p>Knowledge: I know what a good space looks like, how to share equipment, and to run around with my head up.</p>	<p>Skills: I can rock on different body parts, perform a sequence of move, travel from a rock into a roll, perform a rock, log, forward and egg roll, roll sideways and forwards with control, leap, use my body to express myself and form different shapes</p> <p>Knowledge: I know that rocking involves moving forwards and backwards or side to side, how to perform rolls safely, to start and end my sequences in strong positions, how to listen to the ideas of others</p>	<p>Skills: Throw a ball underarm accurately, work with others and take turns, strike a ball with my foot, roll a ball with some accuracy, share space, react quickly, coordinate a run with a jump, run efficiently, work cooperatively with a partner, throw with good technique</p> <p>Knowledge: I know how to stand when throwing accurately, which is my dominant hand, which part of my foot to use for power, that i need to be focussed to avoid distractions, to land with soft knees, use my arms to help power me when jumping,</p>
Additional opportunities throughout EYFS	Physical development is embedded daily throughout EYFS and our environment, both indoors and outdoors. 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 coordination which is later linked to early Literacy. Adults support children to develop their core strength, stability, balance, special awareness, coordination and agility. All of the above is planned for through carefully selected resources and activities.		



	<p>Examples of fine motor activities include: manipulating playdough, using tweezers to pick up small items, using a range of mark making tools including scissors and pencils, using hammers for precision, 'drawing club' to develop drawing skills, 'message centre' to encourage mark making, weekly 'funky finger' sessions and more.</p> <p>Examples of gross motor activities include: large scale digging in the gardening area and stone area using spades and wheelbarrow, mud kitchen play, large paint brushes and mops to use on wall, large scale mark making using chalk, use of bikes and tricycles, use of the wider outside area at least once a week, use of climbing frames, large scale construction including moving tyres, large scale water play using tunnels and stands.</p>		
<p>Development Matters Link</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility</p> <p>Combine different movements with ease and fluency.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility</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>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>Future learning</p>	<p>Year 1-Control my emotions when playing games, run skillfully, balance on one leg, move through an obstacle course skillfully</p>	<p>Year 1-Perform controlled spins, hold balances at different levels, create curled and narrow shapes with their bodies, perform a sequence of movements at different levels</p>	<p>Year 1- Throwing overarm to a partner, catch a ball consistently after one bounce, to track the flight of a ball to my hands, track an opponent, intercept a pass</p>
<p>Key Vocabulary</p>	<p>Obstacle, balance, space, jog, side step, hop, skip, forwards, backwards</p>	<p>Egg roll, forward roll, log (or pencil) roll, pose, core, rock, leap</p>	<p>Underarm, pass, bat, aim, team</p>