

<p>Maple Room 2-3 year olds</p> <p>EYFS Curriculum Development Matters</p> <p>Physical Development</p>	<p>Children will be supported to develop their gross and fine motor skills through a wide range of both indoor and outdoor activities.</p> <ul style="list-style-type: none"> Children are encouraged to dress and undress independently with adults taking the time to talk about what they are doing. Adults help young children learn what physical risks they are confident and able to take. Through a well-balanced menu, prepared daily in the nursery kitchen by our cook, children are given lots of opportunities to feed themselves; learning how to use a knife and fork while exploring new foods. 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 		
<p>EEXAT Developmental Milestones</p> <p>Physical Development</p>	<p>By 18 Months (13-18 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> Walks well with feet apart, starts and stops safely. <p>Fine motor</p> <ul style="list-style-type: none"> Can place objects with palmer or cylindrical grasp 	<p>By 24 Months (19- 24 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> Squats with steadiness and rises to feet with balance. <p>Fine motor</p> <ul style="list-style-type: none"> Holds objects with precision. 	<p>By 30 Months (25- 30 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> Can move up and down a step or small slope maintaining balance. <p>Fine motor</p> <ul style="list-style-type: none"> Holds and manipulates tools and equipment using a fist or pincer grip.

<p>Oak Room 3 – 4 year olds</p> <p>EYFS Curriculum Development Matters</p> <p>Physical Development</p>	<p>Gross Motor Children will;</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. <p>Fine Motor Children will;</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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<p>Reception Early Learning Goals</p> <p>Physical Development</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor 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.</p>
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<p>Reception</p> <p>Examples of Fine Motor Activities</p>	<p>To construct a Gingerbread house using ginger biscuits, dolly mixtures and icing sugar.</p>	<p>Mark making with carrots on black paper – draw, write or create a pattern.</p>	<p>Use the pipettes to fill the pond with water for the duck to float on.</p>	<p>Build a bridge for the goats to travel over. Provide children with straws, pegs, lolly sticks and twigs.</p>	<p>Sew a blanket for Grandma. Use binka, different coloured threads and safety needles.</p>	<p>To create a structure using jelly sweets and cocktail sticks</p>
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Reception PE Knowledge and Skills Overview

There are key skills that every child is expected to achieve by the end of the reception year. Within the PE sessions children are also taught key vocabulary which supports the understanding of the developing skills.

Autumn Fundamental Skills	<p>Spatial awareness – Children can navigate a space whilst moving around an area. Children can change direction to avoid contact with another child.</p> <p>Throwing – Children can use an under arm and over arm throw to hit a target. Children understand how to be accurate by using an aiming arm.</p> <p>Control – Children can move in various ways e.g. jumping, hopping, and running navigating the space effectively.</p> <p>Ball control – Children can use small touches with their feet to keep the ball under control. Children can also bounce the ball and catch it.</p> <p>Children to understand why we warm up and the changes that occur in our bodies.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • control • under arm & over arm • space • direction • target • accurate • cup shape (hand position) • oxygen
Spring 1 Gymnastics	<p>Travel – Children can use their bodies to move in different ways. Children can show control over their body.</p> <p>Jumping – Children to show control by landing on two feet in the correct landing position (arms, knees & back).</p> <p>Balance – Children can use parts of their body to create a balance. Children to understand a balance is still and held for the count of 5.</p> <p>Linking shapes – Children to show all shapes: tuck, pike, straddle, star and straight. Children to show good body tension (good fingers and good toes).</p> <p>Apparatus – Children to show control on different pieces of equipment. Benches, stools, climbing equipment and springboard.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • control • travel • balance • jump • linking shape • landing • routine • apparatus
Spring 2 Dance	<p>Timing – Children to listen to music and move in time with the beat.</p> <p>Tempo – Children to move faster or slower after listening to a piece of music</p> <p>Memory – Children to copy a routine to music. Some children to lead a small group.</p> <p>Coordination – Children to move different body parts in time with the music. Props to also be used to develop coordination.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • phrase • stimulus • control • time • dynamics • time • rhythm • tempo
Summer 1 Fundamental Skills	<p>Catching – Children to use a cup shape to catch a tennis ball. Children to throw the ball up with one hand and catch with two.</p> <p>Striking – Children to use the correct grip (V-grip) with a tennis racket. Children to hit the ball towards a target with control.</p> <p>Racket strength – Children to be able to balance a beanbag on a racket. Children to keep the racket straight only using one hand. Children can move around an area negotiating space effectively whilst the beanbag is on their racket.</p> <p>Fielding – Children can successfully retrieve a ball whilst it's rolling away. Children can block the ball and stop it from going past them.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • striking • fielding • hit • bat • target • control • catching
Summer 2 Athletics	<p>Running – Children to run a short distance focused on technique and different sections of a race. Children to run a long distance and understand pacing themselves. Children to complete 200m without walking on the school track.</p> <p>Jumping – Children to be able to perform a standing long jump (two feet to two feet) and a long jump (one foot to two feet). Children to measure their jump and understand how to improve their technique.</p> <p>Throwing – Children to use different throwing equipment (discus, shotput and javelin). Children to understand the different techniques needed for each throw.</p> <p>Events – Children to compete in different events during the PE lessons and Sports day.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • throw • jump • run • target • distance • length • speed • stamina • pace

EYFS Physical Development Assessment

Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their physical development in both the indoor and outdoor learning environments.

Image



Observation Note

James used his fine motor skills to stretch the elastic bands on to the pegboard creating lines. "I did it" James said showing EYP. James then pulled the elastic bands off and said "all gone".

Statements

PD > Fine Motor 19 - 24 months

PD > Fine Motor 25 - 30 months

Image



Observation Note

Oscar was using the knife to cut the orange in half. Oscar held the orange with a fist grip and carefully used the knife to cut it in half.

Statements

AL > Concentration 31 - 36 months

C&CT > Reviewing 31 - 36 months

PD > Fine Motor 37 - 42 months

Image



Observation Note

During Discover and Do Olive worked with her peers to build an obstacle course and spent some time travelling over it, going carefully on the parts she found trickier and outstretching her arms when needed to help her to balance.

Statements

PD > Gross Motor 49 - 54 months

Image



Observation Note

Kevin has spent some time building a bridge for his Billy Goat to cross "the first time I did this it fell down. I managed to build it again" he said. Kevin discussed with me why the bridge had worked this time, he had balanced the pegs carefully and lined up the large lolly sticks.

Statements

PD > Fine Motor 55 - 60 months