

WRENBURY PRIMARY SCHOOL						
EYFS – Physical Development						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Gross Motor Skills	<p>Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently.</p>			<p>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 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. Are increasingly 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. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own play. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>		

	<p>Children to be encouraged to 'active travel' to and from the setting – for example, walking, scooter or bike. Provide children with a range of climbing and jumping activities. Encourage children to ride a tricycle safely and correctly. Children to learn to walk upstairs correctly and come down them correctly.</p>	<p>Encourage children to use materials flexibly and combine them in different ways. Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. Children to learn to roll, spin and use a tyre swing or ropes in the hall.</p>	<p>Children to begin toilet training when they show signs of readiness and discuss this with their parents. Do children know when they know when they have got a wet or dirty nappy? Do they show an awareness when they are urinating and tell you they are doing it? Do they show they need to pee by fidgeting or going somewhere quiet or hidden? Do they know when they need to pee and may say so in advance? Practice and learn to throw and catch a ball. Learn to ride a scooter effectively and safely.</p>	<p>Encourage children to transfer physical skills learnt in one context to another one. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Activities and experiences such as these help children to 'cross the mid-line' of their bodies.</p>	<p>Adult to lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it. Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p>	<p>Encourage children to become more confident, competent, creative and adaptive movers. Provide opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school Children to run safely on their whole foot avoiding obstacles. *Balance ability to be completed and progression in children development to be monitored in the balance ability planning across the year.</p>
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Fine Motor Skills	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
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	<p>Encourage children to help with carrying, pouring drinks, cleaning and sorting.</p> <p>At meal and snack times, encourage children to try a range of foods as they become more independent eaters.</p> <p>Children can zip and unzip large zippers</p> <p>Children can build a tower 9 blocks high</p> <p>Children can complete lacing cards</p> <p>Children can transfer small objects (sequins, sand, glitter etc) using a spoon.</p>	<p>Encourage young children's personal decision making by offering real choices – water or milk, for example.</p> <p>Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.</p> <p>Children can cut a piece of paper in half.</p> <p>Children can thread ½ inch beads on a string or pipe cleaner</p>	<p>Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: "It's a bit cold and wet today – what do we need to wear to keep warm and dry?"</p> <p>They can comment on how to eat healthily, listen to children's responses and develop conversations about this.</p> <p>Children to be able to put one arm in their coat independently with support from an adult to put in their second arm.</p> <p>Children can cut along a line within ½ inch of accuracy.</p> <p>Children can copy pre-writing vertical and horizontal lines, as well as circles.</p>	<p>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</p> <p>Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> <p>Children to put both arms in their coat and put it on with some support.</p>	<p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Talk to children about the importance of eating healthily and brushing their teeth.</p> <p>Consider how to support oral health. For example, some settings use a tooth brushing programme. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p>	<p>Children to select a dominant hand and hold their mark making tools correctly.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers.</p> <p>Children to independently put their coat on and zip it up.</p> <p>Children to put their shoes on without support.</p>
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