

| WRENBURY PRIMARY SCHOOL | | | | |
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| EYFS – Physical Development | | | | |
| | Reception Autumn | Reception Spring | Reception Summer | |
| | | | | ELG Checkpoint <i>To be used to assess the children in June through provision of Child Initiated activities.</i> |
| Gross Motor Skills | <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | | | <p>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.</p> |
| | <p>Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less</p> | <p>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Model precise vocabulary to describe movement and directionality, and encourage children to use it. Encourage children to be highly active and get out of breath several times every day. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, scooters, prams and carts are all good options. Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Provide different chairs at the correct height for the range of children in the</p> | <p>Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled pedal bikes without stabilisers, skateboards, wheelbarrows and carts are all good options. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Provide opportunities to move that require quick changes of speed and</p> | |

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| | <p>confident children can practise movement skills on their own, or with one or two others.</p> <p>Provide children with regular opportunities to practise their movement skills alone and with others.</p> <p>Allow for time to be still and quiet.</p> <p>Suggestion: looking up at the sky, or sitting or lying in a den.</p> <p>Give children regular, sensitive reminders about correct posture.</p> <p>Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls.</p> | <p>class, so that their feet are flat on the floor or a footrest.</p> <p>Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.</p> <p>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</p> <p>Introduce full-sized balls when children are confident to engage with them.</p> | <p>direction.</p> <p>Encourage precision and accuracy when beginning and ending movements.</p> <p>Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.</p> <p>Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</p> <p>Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p> | |
| <p>Fine Motor Skills</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers | <p>Offer children activities to develop and further refine their small motor skills.</p> <p>Suggestions: sewing, woodwork, pouring, dancing with scarves, using spray bottles, dressing and undressing dolls, playing with small world toys, and making models with junk materials and construction kits.</p> <p>Continuously check how children are holding pencils for writing, scissors and</p> | <p>Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?</p> <p>Scissor skills, threading smaller beads, sewing, handwriting patterns, colouring intricate detailed pictures.</p> | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |

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| | <ul style="list-style-type: none"> • that they can move and rotate their lower arms and wrists independently <p>Help children to develop the core strength and stability they need to support their small motor skills.</p> <p>Encourage and model tummy-crawling, crawling on all fours and climbing.</p> <p>Offer children activities to develop and further refine their small motor skills.</p> <p>Suggestions: threading, pouring, stirring, dancing with scarves, using spray bottles, planting and caring for plants, playing with small world toys, and making models with junk materials kits and malleable materials like clay.</p> <p>With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.</p> <p>Encourage children to draw freely.</p> <p>Teach and model correct letter formation.</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).</p> <p>Provide extra help and guidance when needed.</p> <p>Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others.</p> <p>Give children simple verbal and visual reminders.</p> <p>Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait.</p> | <p>knives and forks. Offer regular, gentle encouragement and feedback.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</p> | <p>Help children to develop the core strength and stability they need to support their small motor skills.</p> <p>Encourage and model climbing, pulling themselves up on a rope and hanging on monkey bars.</p> | |
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