

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 early 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.” Early Years Foundation Stage (2021).

We encourage our youngest learners to develop their agility, balance and coordination in fun team based activities in dance, gymnastics and physical literacy. Physical Development is taught to the children through PE lessons in Nursery and Reception as well as everyday opportunities in the learning environment supported by high quality interactions from practitioners.

Objective 1	Performing and linking simple gymnastics movements	
Skills	Nursery Children can roll over from being on their back to their tummy and back again.	Reception Children can progress from rolling on their back to tummy to using movements such as slithering, crawling, being on their backs with coordinated movements and understanding of spatial awareness.
	Children can stand up from a seated position with support from an object or an adult.	Children can demonstrate these skills (above) independently and spontaneously in their play.
Vocabulary	roll, stand, seated, tummy, back	slither, crawl, roll, core strength, muscle, coordination

Objective 2	Creating short dance sequences	
Skills	Nursery Children can move their bodies to the music with an adult modelling by following a set of movements.	Reception Children can follow more than three steps movement pattern to music.
	Children can copy a three step movement pattern to music.	Children will be able to create their own movement patterns and move spontaneously.
	Children will enjoy moving to music.	Children appreciate music and movement has a positive impact on their well-being.
Vocabulary	dance, movement, pattern, three step movement	movement patterns, well-being, positive, spontaneous

Objective 3	Body movement basics, including balancing self and objects	
Skills	Nursery	Reception
	Children can use core strength to balance and walk in a straight line on the ground.	Children can use core strength to balance on a narrow, raised platform.
	Children can balance on a plank or a short platform.	Children can use their knowledge of balancing to create their own obstacle course.
	Children can build a stable tower with large blocks.	Children can build more complex structure at height that are stable and balanced.
Vocabulary	balance, stability, plank, muscles	core strength, balance, obstacle, challenge, narrow, widen

Objective 4	Controlling speed and direction in running games	
Skills	Nursery	Reception
	Children can move without knocking in to objects or others.	Children can move at speed in large and small spaces without knocking into other children or objects.
	Children can begin to build speed in a large space with coordination and spatial awareness with support.	Children can use their coordination to play running and chasing games safely at speed.
Vocabulary	fast, slow, coordination, spatial awareness	speed, spatial awareness, coordination, safely

Objective 5	Navigating obstacle courses	
Skills	Nursery	Reception
	Children can go over, under and around an obstacle with coordination.	Children can use their agility and coordination skills to create and manoeuvre an obstacle course.
	Children can use their core strength to go upstairs and down stairs with one foot one each step.	Children can use movements such as slithering, hopping, carrying items of weight to reach a desired outcome in a busy reception environment.
Vocabulary	up, down, over, under, around, inside	agility, coordination, navigate, manoeuvre

Objective 6	Moving and controlling objects like beanbags, balloons, and balls	
Skills	Nursery	Reception
	Children can hold an object whilst moving without dropping it.	Children can begin to throw and catch an object themselves.
	Children can pass an object to another without dropping it.	Children can begin to throw and catch an object with others.
Vocabulary	pass, drop, carry, pick up	throw, catch, accurate, safely

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Objective 7	Co-operating and problem solving with partners and groups	
Skills	Nursery	Reception
	Children can work together with support to achieve a desired outcome.	Children can work together to achieve a desired outcome with increasing independence.
	Children can take turns to listen to each other's ideas with support to reach a common goal with support.	Children can take into account other pupil's views to reach a common goal.
Vocabulary	team, goal, support, help, achieve	teamwork, desired outcome, common goal, independence

Objective 8	Understanding basic changes exercises causes in the body	
Skills	Nursery	Reception
	Children can recognise that their heart beats faster when they move quickly.	Children know how to feel their heartbeat (hand on chest or finger on pulse).
	Children can recognise when they need a drink or a rest.	Children can recognise when they get out of breath and understand it is because their lungs are working harder.
	Children can run for 5 minutes.	Children can run for 10 minutes.
Vocabulary	exercise, rest, heartbeat, fast, slow	pulse, lungs, breath, breathing, stamina

Physical Development Early Learning Goal – Gross Motor Skills (EYFS, 2021)

Children at the expected level of development will:

- 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.

Objective 1	To use tools effectively to make a desired mark.	
Skills	Nursery	Reception
	Children will be able to hold scissors to open and close them with support.	Children will be able to open and close scissors independently.
	Children will be able to place their fingers accurately using scissors in order to snip a piece of paper.	Children will be able to cut around a square, triangle and circle.
	Children can choose the correct scissors with support.	Children can choose the correct scissors independently.
Vocabulary	open, close, cut, snip	curved, jagged, straight, left, right

Objective 2	To hold a writing implement effectively to make a desired mark.	
Skills	Nursery	Reception
	Children will move towards modified tripod grip to make desired marks.	Children will use tripod grip to write most letters accurately.
	Children will be encouraged to use a	Children will be encouraged to use a

	variety of writing implements with support (ex. chalk, different sized pencils, chunky crayons, paints, etc)	variety of writing implements independently and develop an understanding of the purpose of each for the audience (ex. chalk, different sized pencils, chunky crayons, paints, etc)
Vocabulary	mark, modified tripod grip, control, chalk, crayon, paint, pencil, pen	tripod grip, independent, purpose, letter shapes, graphemes

Objective 3	To develop finger dexterity through use of malleable materials in preparation for pre-writing skills.	
Skills	Nursery	Reception
	Children will begin to use playdough to pinch, roll, squeeze and flatten.	Children will be able to pinch, roll, squeeze and flatten to achieve a desired outcome.
Vocabulary	pinch, roll, squeeze, flatten	pinch, roll, squeeze, flatten

Objective 4	To develop agility skills such as pinching, grasping, squeezing using resources.	
Skills	Nursery	Reception
	Children will be able to complete a simple jigsaw independently.	Children will be able to complete increasingly complex jigsaws and puzzles independently.
	Children will be able to use tools to support agility such as tweezers and chop sticks with support.	Children will be able to use tweezers and chopsticks for a desired outcome (such as picking an item up) independently.
	Children will be able to thread 5 items (ex.spools or beads) on to a pipecleaner.	Children will be able to thread smaller items (ex. beads, pasta) on to string.
Vocabulary	Jigsaw, connect, piece, part, corner, edge, tweezer, thread	Complex, string, pincer movement, grip, tweeze

Objective 5	To use fine motor skills to enable everyday life	
Skills	Nursery	Reception
	Children will be able to put on their coat and zip it up independently.	Children will be able to put their coats on, zip and button independently.
	Children will be able to open their lunch boxes and open packets with support.	Children will be able to carry their lunch tray and begin to use cutlery (fork and knife) to eat their lunch.
Vocabulary	Zip, coat, jacket, packet, eat, chew, swallow,	Button, fasten, cutlery, knife, fork, spoon

Physical Development Early Learning Goal- Fine Motor Control (EYFS, 2021)

Children at the expected level of development will:

- 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.