

EYFS Physical Development Overview

Early Learning Goals:

ELG: Gross Motor Skills	ELG: Fine Motor Skills
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Assessing a Knowledge Rich Curriculum:

Skills : Gross Motor Skills	Skills: Fine Motor Skills
<p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve large equipment. Children will work with friends in a team – taking turns effectively. Competence, accuracy, precision. Skills to manage in school;; queuing, using the toilet, mealtimes, personal hygiene.</p>	<p>Children will develop perseverance and finesse when using small equipment.</p>
Knowledge	Knowledge
<p>Children know how to move in a variety of ways safely including running, crawling, rolling, jumping, hopping, climbing and skipping. Know how to become more fluent with more control and grace. Children know how to march to music. Children know how to climb up a ladder and a net and a set of stairs. Children can ride a range of wheeled bikes including balance scooters. Children have strength, coordination, agility and balance to be able to ride balance bikes, carry equipment, build shelters. Children can move rhythmically to music. Children can throw a ball over arm and under arm. Know how to throw, catch, kick, pass, bat and aim a ball. Children know how to climb safely and land safely. Children know how to balance on a beam and to make shapes with their bodies on a mat. Know how to achieve good posture at a table or on the floor. Knows how to combine movements.</p>	<p>Children can hold a pencil using an effective pincer grip. Children can form letters correctly that are evenly sized and spaced. Children can use resources such as tape dispenser, scissors, pencil sharpener, paintbrush. Plus outside tools such as rakes, spades, brushes, whittling knives and hammers. Know the name and use of a range of cooking equipment including scales, knives, forks, masher, tongs, spoons, sieve, and washing up equipment. Knows about factors that support their health and wellbeing: physical activity, healthy eating, toothbrushing, screen time, sleep, safe pedestrian.</p>

What does it mean?

Physicality, the foundation of human development, underpins all other areas of a child's development and learning. It establishes the neurological, sensory and motor foundations necessary for healthy, happy and successful lives. It is intricately interwoven with emotional, social, cognitive and language development. The connection between the brain, body, and movement must be understood. When they are viewed as one system the impact of active, physical play, health and self-care are observed and the effect of adverse childhood experience including malnutrition, illness or neglect on a child's early brain development and mental health is recognised. Health, wellbeing and self-care are integral to physical development, providing the foundations for self-regulation and self-management. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives, indoors and outdoors, from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.

Possible Enrichment:

The goal for children to be able to move their whole bodies with good balance and control. Being able to ride a two wheeled balance bike and be able to build a den in the woods and carve name in a tree. Summer Sports Day, weekly PE lessons, continuous access to outdoor resources (crates, planks, mud kitchen, wheeled toys, ropes, bats and balls, hoops, water and sand, gardening and climbing frames). Summer term Forest Schools activities in Mildenhall Woods, Weekly Local area walks, Daily Funky fingers provision area within the classroom for fine motor skills.

Resources:

Balanceability bikes, access to loose parts play and forest schools resources. Within continuous provision children have access to: crates, bikes, planks, wheeled toys, digging pit, sand pit, water play, wood work bench, pencils, scissors, tape dispensers, zips etc, kitchen tools such as knives, rolling pins graters and peelers.

SMSC:

- **Spiritual** Can we focus on performing a creative activity such as dance, games or gymnastics which help us to become more focused, connected and creative.
- **Moral** Can we discuss reasons for fair play and the value of teamwork.
- **Social** Can we show that we are good team players, sports players and have a positive attitude to winning and losing.
- **Cultural** Can we take part in dance from different cultures and enjoy songs from a range of artists.

British Values

- **Democracy** within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each others feelings and talk about how we feel.
- **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards.
- **Tolerance of other religions.** We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations.
- **To promote mutual respect we promote sharing and respecting opinions.** Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community.
- **Individual Liberty** – children have freedom for all, focusing on people, communities, self-confidence and awareness. Children need to have a positive sense