



Physical Development

“Live life it’s all its Fullness”

OUR CURRICULUM PROGRESSION

Educational Programme - 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

Our early years vision – At Leverton Church of England Academy we want our children to have the core strength to move freely in a range of ways. We want them to build control and co-ordination in large and small scale movements which will enable them to take part in a range of different sports and to be able to use pencils and small tools with control and fluency. We want our children to be know how to keep themselves healthy both in body and in mind, with strategies that enable them to make good choices as they grow and change.

Little Acorns 2-3yrs	Squirrels 3-4yrs	Owls - Reception
<ul style="list-style-type: none"> - To walk independently, using some props to support balance if needed - To show control of their body movements - To show enjoyment with movements such as waving, kicking, rolling, crawling, walking - To clap and dance to music - To change body shape to fit into different spaces such as tunnels, dens, boxes - To show an interest in kicking, throwing and catching balls and other items - To independently select items they want to use - To show increasing control when running - To jump up and down - To climb apparatus - managing their safety by holding supports - To start to use stairs/steps independently - To spin their bodies - To roll bodies - To use sit on toys, pushing themselves along with their feet - To use a scooter or trike - To manipulate materials such as playdough, clay - To explore different materials and tools such as box modelling, gluing and sticking 	<ul style="list-style-type: none"> - To develop strength and confidence with movements such as balancing, riding and ball skills - To use steps and stairs with control, using alternative feet to climb - To show some control when throwing & catching - To throw an object at a target - To be able to hit an object to make it move - To be able to move a ball with feel - To be able to follow simple rules - To be able to move their body in different ways - To be able to copy basic body actions - To be able to move their body to music, showing some rhythm - To explore how to move in different ways - To enjoy exploring the different ways the body can move - To be able to manage their own risks - To skip, hop, stand on one leg - To use large muscle movements. I.e. to wave flags/streamers, paint and make marks - To be involved in group and team activities - To be able to remember sequences and patterns of movement - To move to music, showing some rhythm 	<p>Gross Motor Skills</p> <p>ELG -</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. - To drop & catch a ball - To throw an object underarm at a target - To control objects in a range of ways - To be able to use a bat or racquet to move & control an object - To move a ball in different ways, including bouncing & kicking - To use equipment to control a ball - To be able to attempt to stop a large ball sent to them using feet - To be able to kick an object at a target - To begin to understand attacking & defending by playing a range of chasing games - To be able to follow simple rules to play games - To be able to make simple decisions in response to a situation



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- To use large motor skills to achieve results such as getting toys down, waving flags, pouring drinks
- To use small motor skills to achieve results such as adding straw to carton, threading, attempt zips, add clothes to dolls
- To show an interest in being independent, such as doing own clothes up
- To show awareness of using the toilet and become more independent

- To choose an appropriate way to move according to the activity/equipment
- To choose the appropriate tool to carry out a task
- To collaborate with others to manage large items
- To use one handed tools and equipment with some control
- To use a comfortable grip with good control when holding pens and pencils
- To start to eat independently and begin to use a knife and fork
- To show independence in getting dressed and undressed
- To show some independence in managing own care needs. E.g brushing teeth, washing hands, using toilet
- To know which food and drink would be a healthy choice
- To tell someone if they don’t feel safe
- To ask for help if they feel unsafe
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- To be able to move around showing some awareness of others
- To join a range of different movements together
- To be able to change the speed of their actions
- To be able to create a short movement phrase which demonstrates their own ideas
- To be able to create a short sequence of movements
- To be able to roll, travel & stretch in different ways with control
- To be able to jump in a range of ways form one space to another
- To begin to balance with control
- To be able to move around, under, over & through different objects & equipment with safety
- To know that you can roll your body in different ways
- To know that you can jump in different ways
- Bunny hop
- To know that different moves can be linked using different actions
- To be able to balance your body
- To be able to run in different ways for a variety of purposes
- To show an awareness of space when running To be able to jump in a range of ways, landing safely
- Roll equipment in different ways
- Throw underarm
- Throw an object to a target
- To be able to make decisions about where to move in a space
- To be able to describe how their body feels when still & when exercising
- To understand how to use equipment safely
- To be able to talk about what they have done
- To be able to talk about what others have done
- To show overall body strength
- To show good co-ordination, balance, agility
- To show good posture when sitting at a table or on the floor



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- To use large and small apparatus with safety and confidence

Fine motor skills

ELG –

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.
- To use small tools/equipment with safety and competence. Scissors, knives/forks/spoons, paintbrush
- To show control over writing letters
- To hold a pencil effectively
- To write most letters with correct formation
- To know how to keep their bodies healthy
- To know that different factors contribute towards being healthy. (Exercise, sleep, hygiene, food)
- To know which foods are healthy/unhealthy
- To know what ‘screen time’ relates to
- To understand that too much screen time is not healthy
- To know how to cross a road safely
- To understand that children need adults to help keep them safe
- To manage routines such as lining up, queueing, mealtimes.
- To draw and write in a controlled manner