



Early Years Foundation Stage

EYFS Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

Development Matters	Birth to Three	Three to Four Year Olds	Reception
	<p>Observation check points</p> <ul style="list-style-type: none"> • Around 12 months can baby pull to stand from sitting position and sit down? • Around 12 months can baby pick up 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping -

	<p>something small with their first finger and thumb e.g. a piece of string.</p> <ul style="list-style-type: none"> • Around 2nd birthday can toddler run well, kick a ball and jump with both feet off the ground at the same time. • Around 3rd birthday can child climb confidently, catch large ball and pedal tricycle. <p>Gross Motor</p> <ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. 	<p>their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and tooth brushing. <p>Fine Motor</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. 	<p>climbing.</p> <ul style="list-style-type: none"> • 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. • 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.
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	<ul style="list-style-type: none">• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.		<ul style="list-style-type: none">• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene <p>Fine Motor</p> <ul style="list-style-type: none">• 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.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop the foundations of a handwriting style which is fast, accurate and efficient.
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Early Learning Goals		Key Vocabulary	
<p>ELG: Gross Motor Skills 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. 13 ELG: Fine Motor Skills 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.</p>		<p>Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, balance, co-ordination, agility, confidence, control, throwing, catching, kicking, passing, batting, aiming and healthy eating</p>	