



Physical Development

	Autumn	Spring	Summer	Mastery
Gross Motor Skills	<ul style="list-style-type: none"> -Continue to develop types of movement e.g. balancing, riding on scooters, trikes and using ball skills. -Skip, hop, stand on one leg and hold still. -Walk up and down steps using alternate feet. -Use large muscle movements e.g. streamers, flags, brushing in Discovery area, big painting on wooden shed -Join in simple physical games, make up own games. 	<ul style="list-style-type: none"> -Combines different movements with ease and fluency e.g. complete an obstacle course that demands a range of movements such as crawling, climbing, and jumping. -Runs in different ways for a variety of purposes e.g. can stop and change speed and direction with ease. -Travels in different ways, including sideways and backwards. -Confidently and safely use a range of large and small apparatus indoors and outdoors. 	<p>Negotiates space and obstacles safely, with consideration for themselves and others (ELG).</p>	<p>Moves with speed and accuracy, planning ahead where to move to, showing awareness of what and who is around them to avoid collision.</p>
	<ul style="list-style-type: none"> -Begins to balance with control and stands on one leg for up to 10 seconds. -Able to lift objects up and down steps and slopes using (e.g. slopes, hills and steps) during play and in specific movement sessions. -Attempts to lifts, stack, carry, push and pull objects in order to 	<ul style="list-style-type: none"> -Develop body strength, balance and coordination. -Sit with a good posture at a table or on the floor. - Confidently use two wheeled resources e.g. balance bikes, scooters, wheelbarrows etc. 	<p>Demonstrates strength, balance and coordination when playing (ELG).</p> <ul style="list-style-type: none"> -Develops overall body strength, coordination, balance and agility needed to engage in future physical education settings. -Shows confidence, competence and precision and accuracy when 	<p>Approaches all physical activities with confidence, rapidly learning new skills.</p>

	<p>build in outside area e.g. tyres, trikes, large blocks,</p> <ul style="list-style-type: none"> - Attempt to bend and touch their toes with straight legs. -Catches a large ball. <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>-Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>-Develops and refines a range of balls skills:</p> <ul style="list-style-type: none"> • Throws underarm • Throws an object at a target • Throws a ball to a partner • Catches a small ball • Kicks a ball at a target/goal • Kicks a ball to a partner • Uses a bat to hit a ball 	<p>engaging in activities that involve a ball.</p>	
	<ul style="list-style-type: none"> -Confidently rolls, crawls, walks and runs with control and coordination. -Able to jump forwards and backwards 	<ul style="list-style-type: none"> -Hops using either foot. -Skips on alternate feet. - Become more confident with climbing and walking along beams raised off the ground. -Moves around, under, over, and through different objects and equipment. -Jumps in a range of ways, landing safely e.g. two feet to two feet, leaping, star jumps -Describes how the body feels when still and when exercising. 	<p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>	<p>Has the stamina to move energetically in different ways for an extended period of time.</p>

Fine Motor Skills	<p>Uses a pencil to mark make and begin to draw freely. Copies line patterns – straight and wavy lines, diagonal lines Copies shapes -squares, circles</p> <p>Traces name from name card and attempts name without tracing.</p>	<p>-Develops the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-Forms lowercase letters with exit strokes and capital letters correctly (See literacy)</p> <p>-Can write the same letter repeatedly, consistently forming it in the same way -Can regularly repeat drawing the same shapes, ensuring size is consistent -Can write own name quickly -Begins to use tripod grip, holding the paper with their other hand.</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG).</p>	<p>Confidently uses the tripod grip with control to write words and sentences with fluency.</p> <p>Is able to write on a line, controlling letter size.</p>
	<p>-Develop strength in lower arms and wrists -Participates in ‘fiddly finger’ activities - Begins to learn different finger techniques to use and mould playdough -Develop control to fill/pour into containers using spoons and jugs. -Able to use scissors to cut along a straight line.</p>	<p>Continue to develop fine motor skills:- -Threading string through a hole --Using a knife and fork to eat with Using scissors to cut along a curved line.</p>	<p>Uses a range of small tools, including scissors, paint brushes and cutlery (ELG).</p>	<p>Uses a range of small tools with control, accuracy and competence.</p>

	<p>-Draws objects that are recognisable.</p> <p>-Draws people with simple features.</p> <p>-Draws pictures which child can use to tell a story.</p>	<p>Draws people that are more proportional and with more detail.</p> <p>Draws objects with more detail e.g. a house with a door and windows, a flower with a stem and petals, a vehicle with wheels and windows.</p> <p>Makes decisions about what to draw and sticks to original plan, comments on the result.</p>	<p>Begins to show accuracy and care when drawing (ELG).</p>	<p>Draws pictures with details that are clearly recognisable with objects anchored to the ground, no longer floating on the page.</p>
--	---	---	--	---

<p>Health and Wellbeing (Not in ELG but still to be taught) – SEE PSED plans</p>	<p>Day to day skills:-Lining up and queuing, meal times, personal hygiene, making choices to reflect how their body is feeling.</p> <p>Know and talk about all the different factors that support overall health and wellbeing:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of ‘screen time’ • Having a good sleep routine • Road safety
---	--