

**Caedmon Primary School  
Physical Development  
EYFS Curriculum**

**Key Concepts:**

- Gross Motor Skills**
- Fine Motor Skills**

**Key to colour code:**

**Pale purple** = new learning      **Mid purple** = developing      **Dark purple** = secure      **Dark grey** = consolidation and application

**Year Group**

**Nursery**  
Topics (are flexible and follow the children's interests):

**Reception**  
Topics (are flexible and follow the children's interests):

**Key Content:**

Space-Can move around the space safety and is aware of what space is their own.

Strength, balance and co-ordination-is able to control their body and avoid knocking into obstacles and other people.

Energetic Movements-Moves energetically about the space and can carry out large movements.

Healthy Bodies-Can name major muscles groups and identify what they do.

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<b>END OF NURSERY</b>	<b>MID-RECEPTION</b>	<b>END OF RECEPTION</b>
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**Space**

Ascends and descends stairs in an adult manner using alternative feet	Can ascend and descend onto a bench using strength to push themselves up.	
Tries to find their own space by using their eyes to look around the room. May not always be successful in finding their own space.	Can find a sitting space but may not always be able to find a space when moving.	Can always be able to find their own sitting space. Has an increasing confidence when finding their own moving space.
Can change direction when asked to.	Begins to check their shoulders looking for space to move into when changing direction.	Shows an increasing confidence to check their shoulders when looking for a space to move into when changing direction. May sometimes do this without prompting.
Can move around their permanent large-structured classroom independently without crashing into objects or people (often asked about by physio and other agencies).		
When moving around a space they have single channelled attention/vision so that they can avoid crashing into a specific obstacle.	Take part in a basic obstacle course exploring how to travel around, over, under and through obstacles so that they do not touch them.	Can move around an obstacle course with confidence exploring and choosing how to travel around, over, under and through obstacles so that they do not touch them.

			Can also move around the course in a given way.
		Uses their senses to check the spaces that they are moving into to try and avoid objects and other people.	Can move around a space safely avoiding objects on the floor whilst also avoiding crashing into other people.
	<b>Strength, balance and co-ordination</b>		
	Hops on one foot, skip and stand on one leg and hold a pose like musical statue	Can hop and skip around a space, using continuous movements.	Can hold a simple balancing pose for 5 seconds.
	Explores moving at different paces in relation to different music.	Begins to move in time to the music exploring the space around them.	Can create their own continuous movements displaying confidence in moving to the beat of the music.
	Can balance a beanbag on one hand whilst walking across a room, the arm will be close to their body.	Can balance a beanbag on one hand, with a full-extended arm whilst walking around a room at various paces and direction.	Can balance a ball on their hand whilst walking around the room at a slow pace.
	Can catch a balloon object with arms in combination.	Can catch a large ball with 2 hands in combination.	Can catch a heavier ball with 2 hands in combination.
	Know the skills (tracks objects with eyes) to catch a light object in isolation and attempts to do this with some success.	Knows the skills (displays hand preparation for catching) to catch a light object in isolation and does this with increasing success.	Using the taught skills to show success in catching a light object in isolation.
	Can move around pushing an object with the feet.	Can start to display control when moving around pushing an object with their feet.	Using a ball can show signs of attempting to keep it close to their feet and may use different parts of their feet to move the ball.
	<b>Energetic movements</b>		
	Can run around the space at a fast pace.	Start to use arms when running to increase speed and balance.	Uses arms when running without prompting.
	Can begin to move in different speeds- walking, jogging, sprinting when asked.	When asked can move around the space at different speeds in a controlled way e.g. walking, jogging, sprinting	Can move around the space at different speeds confidently. Can demonstrate this when asked what walking, jogging and sprinting means.
	Explores tummy time; can slither across the space on their tummy, can lift all their limbs off the floor so that their tummy is the only thing on the floor and can pass a ball from one hand to another whilst their arms are off the ground but their tummy is in contact with the floor.	Explore crawling on all fours. Can crawl in different directions when asked.	Can crawl through tunnels and slither under benches confidently when faced with an obstacle course.
	Use large movements in a controlled way (wave a flag and streamers, paint and make marks)	Greater control over large movements. Circle, side to side, up and down.	Develop control and fluency of movements.
	Shows confidence climbing, jumping on and off and travelling across a bench.	Explores apparatus and can safely climb onto it, travel across it and begin to jump off it using bent legs.	Confidently uses a variety of apparatus and can climb onto it using their upper body to pull themselves up, travel across it in a variety of ways and exit the apparatus by jumping using arms and bent legs.

	Begins to jump and land using two feet.	Most of the times jumps and lands using both feet and sometimes will use correct bent legs.	Can confidently and safely take off on two feet and land on two feet whilst jumping.
	Play team games with simple rules to follow.	Independently display confidence following simple rules, when participating in team games.	Create their own rules for a team game with their teacher and class.
<b>Year Group</b>	<b>Nursery</b> <b>Topics (are flexible and follow the children's interests):</b>	<b>Reception</b> <b>Topics (are flexible and follow the children's interests):</b>	
<b>Key Content:</b>	Pencil grip-How we hold a pencil  Using a range of small tools- holding other tools effectively in the classroom.  <b>Drawing and Writing</b>	Pencil grip-How we hold a pencil  Using a range of small tools- holding other tools effectively in the classroom.  <b>Drawing and Writing</b>	
	<b>END OF NURSERY</b>	<b>MID-RECEPTION</b>	<b>END OF RECEPTION</b>
	<b>Pencil Grip</b>		
	Four Finger and Thumb Grip The child will use a movement from the elbow and wrist. 	Static Tripod Grip The child will use movement from the wrist. 	Dynamic Tripod Grip The child will use individual fingers. 
	<b>Using a range of small tools</b>		
	Explores using scissors in the playdough area and the gluing area.	Can use scissors to effectively snip paper.	Can use scissors to cut out the items that they need.
	Can eat independently and uses knife and fork	Is an independent eater.	
	Can dress and undress themselves using a zipper	May need support with buttons when dressing.	Can independently dress and undress, put shoes on and off and fasten buttons.
	Can hold a paintbrush in order to make marks.	Can hold a paintbrush to paint recognisable pictures.	
	<b>Drawing and Writing</b>		
	Can write own name	Begins to write letters, captions and short sentences.	Can hold pencil correctly and write correctly formed letters.
	Assigns meaning to marks	Talks about what they are going to draw, completes task and then talks about what they have done.	Draws pictures that are recognisable to others and have lots of small details.

	Symbolic writing is used	Emergent Writing	Confident Writers