EYFS Physical Development – Learning Journey

Art Area

Writing Area

Dough Area

Den Building

Block Play

Mud Kitchen

Preparing and Cooking Food

CULTURAL CAPITAL: Visits to the Farm, Pumpkin Picking, The Park, Soft Play.

Construction

Forest School and Fire Sessions

Yoga Bears Sessions

Weekly PE Sessions

POSSIBLE LINES OF DEVELOPMENT AND OPPORTUNITIES

Further develop the skills they need to manage the school day successfully:
- lining up and queuing
- mealtimes

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Combine different movements with ease and fluency.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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.

Develop overall body-strength, balance, co-ordination and agility.

Revise and refine the fundamental movement skills they have already acquired:
- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Progress towards a more fluent style of moving, with developing control and grace.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

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.

R

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.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

EYFS Statutory 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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Show a preference for a dominant hand.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Go up steps and stairs, or climb up apparatus, using alternate feet.

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Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Start taking part in some group activities which they make up for themselves, or in teams.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Celebrating uniqueness, aiming high, learning together