



## Castlefield School Early Years Curriculum: Physical Development

### **An overview of Physical Development:**

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, coordination 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 wellbeing. 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, 2021)

### **Physical Development in Context at Castlefield School:**

At Castlefield School, we understand how important being active is for children's mental and physical health and in the development of skills. A solid foundation of gross and fine motor control, and experience of moving in different ways is vital to ensure children make ample progress in all other areas of learning.

We are aware that our children live more inactive lives due to many of our families not having access to a garden or outside space; it is therefore imperative that we give our pupils as many opportunities as possible to engage in a range of physical activities and develop new skills during their time in EYFS. Children are encouraged and challenged to take risks in their play, to push themselves to their limits and extend their abilities in a controlled environment. In particular being risk aware rather than risk avoidant. We provide children with a 'movement-rich' environment and ensure pupils have plenty of opportunities to cultivate physical skills in a wide variety of spaces; Children utilise the Early Years gardens, the school hall, the field, the playground, with trips within the local area and woodlands. We focus on providing pupils with the opportunity to move in a variety of ways including pushing, pulling, spinning, climbing, riding, rolling and making horizontal and vertical movements. We also ensure that children are given opportunities to engage in activities that cross the midline, an important prerequisite for developing cognitive skills such as reading and writing. Pupils are also provided with a range of fine motor ('funky fingers') activities each day to develop pincer and palmer movements and wrist and arm rotations. Letter formation is



taught as part of phonics, with ample opportunities for practise within a variety of provision, with the development of mark marking and name writing starting in the Nursery.

## Progression of skills and knowledge

- Development matters
- Castlefield Curriculum

	Skills	Knowledge	End points
<b>Nursery Two Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Match 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.</li> <li>• Start eating independently.</li> <li>• Clamps and stamps to music</li> <li>• Is enjoying starting to throw, catch and kick balls</li> <li>○ Dress self with some help, e.g. Put arms into coat when held up, pulls up zip once fastened at the bottom.</li> <li>○ Manipulate playdough to turn it into a ball, a sausage, flat etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>○ Begin to understand some basic hygiene routines, such as knowing when it is appropriate to engage in hand washing.</li> <li>○ Name a few parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to understand some basic hygiene routines, such as knowing when it is appropriate to engage in hand washing.</li> <li>➤ To begin to use some one handed tools with accuracy</li> </ul>
<b>Nursery Three Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>• Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>○ Make healthy choices about food, drink, activity and tooth brushing.</li> <li>○ Know how to use tools such as scissors, knives, hammers and vegetable peelers safely.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To manage their own self care needs (using the toilet independently)</li> <li>➤ To strengthen their muscles in order to be able to do physical activities more effectively.</li> </ul>



	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Learn how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Use the toilet independently (Most, but not all, children are reliably dry during the day by the age of 4).</li> <li>• Hold on to a swing safely when being pushed by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop self-care routines including toileting and dressing</li> <li>○ Identify some body parts – i.e. -head, arms, hands, fingers, legs, feet, toes, eyes, ears, mouth, nose, hair.</li> <li>○ Use some language related to fine motor manipulation e.g.- squeeze, prod, squash, twist.</li> <li>○ Know that at school we use a knife and fork to eat</li> </ul>	<ul style="list-style-type: none"> <li>➤ To hold a pencil and engage in mark making</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use adventure playground equipment with independence.</li> </ul>		
<b>Reception Pupils will be learning to:</b>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Develop small motor skills so that pupils can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing – sensible amounts of ‘screen time’ - having a good sleep routine -being a safe pedestrian.</li> <li>○ Name some body parts – i.e. – forehead, neck, shoulders, elbows, nails, ankles.</li> <li>○ Know the rules of ‘Pantosaurus’ (NSPCC rules).</li> <li>○ Know how their body changes after exercise and can talk about these changes.</li> <li>○ Know the importance of hand washing and appropriate times that we need to wash our hands.</li> <li>○ Have an awareness of ‘Catch it, Bin it, Kill it’.</li> <li>○ Have an awareness of some basic concepts about how to look after baby i.e. – food, cleanliness.</li> </ul>	<p>➤ To be awarded the ELGs for Physical Development</p>



	<ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient. 'Plain text' style to be used.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> <li>○ Ride a bicycle with or without stabilisers, a scooter and a balance bike</li> <li>○ Dress and undress independently.</li> <li>○ Build a den, collaboratively.</li> </ul>		
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### Physical Development- Early Learning Goals

#### 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.

#### 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.

### **Planned opportunities to support Physical Development in Early Years:**

- Access to stimulating outdoor areas in which pupils can explore different ways of moving on a large and small scale.
- Access to the adventure playground in order to build up core strength, develop balancing and climbing skills.
- Access to scooters, bikes and trikes during continuous provision.
- Reception children 'Funky Fingers' sessions focussing on developing pincer grip, pincer movement, DIP and PIP joint and wrist and arm rotations.
- Nursery children - 'Funky Fingers' activities during child-initiated learning.
- Opportunities to handle equipment and tools through preparing fruit for the snack table (N3)
- Practise of using tools for preparing food and feeding self, e.g.- spoon, fork, knife.
- Sports day activities.
- Regular dancing / moving to music, e.g.-'Wake and Shake' type activities.
- 'Squiggle while you wiggle' activities.
- Weekly PE lesson (Rec)
- Writing areas across EYFS, indoors and outdoors
- Adult led sessions focussing on key skills e.g. using brushes, cutting, drawing
- Malleable areas across EYFS



### Steps to support progression of skills in Physical Development

Aiming at a target	<p>Prior to aiming at a target, ensure pupils have practised 'throwing'.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Stand facing target</li> <li>- Assess the force of throw needed.</li> <li>- Throw object in direction of target.</li> <li>- Watch object to see if it reaches intended destination.</li> <li>- Adjust force of throw accordingly.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Begin by encouraging pupils to practise 'aiming' at a large target e.g.- on to a large piece of material / into a large cardboard box using items that will not roll when they land e.g. - beanbags / scrunched up paper etc.</li> <li>-Ensure the target is not too far away from pupil, yet not close enough for them to simply 'drop' the object on to / into the target</li> <li>-As pupils develop their skills, challenge them to aim at smaller targets with beanbag e.g. – large bucket, large hoop, small bucket etc.</li> <li>-When pupil becomes confident, encourage them to try throwing a range of different objects at a target e.g.-a small tennis ball / a pingpong ball.</li> <li>-Encourage pupils to explore force of throw with 'bouncy' objects.</li> </ul>
Balancing on a low beam	<p>Prior to learning to balance on a low beam, ensure pupils have practised balancing on one foot.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Ensure placement of beam is secure.</li> <li>- Consider safety; discuss how many people can be on the beam at one time.</li> <li>- Practise walking across beam by;</li> <li>- Looking ahead</li> <li>- Focusing eyes on beam</li> <li>- Considering placement of feet</li> <li>- Stepping up on to beam</li> <li>- Spreading arms out wide to aid balance</li> <li>- Placing one foot in front of other until reaching the end of beam</li> <li>- Stepping down from beam</li> </ul>
Batting	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Consider space; Ensure there is enough space to move the bat/ racket freely, so not to injure anyone.</li> <li>- Hold the bat/racket tightly whilst also allowing flexibility in the wrist and arm.</li> <li>- Watch the ball/object as it comes towards you, then move the bat/racket towards the ball/object, aiming to connect with it.</li> </ul>



	<ul style="list-style-type: none"> <li>- Safely move the bat/racket forwards and backwards in order to hit a ball/object;</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Choose suitable size bats/rackets. Ensure the bat is not too big as this will make it difficult to control.</li> <li>-Place the bat/racket on the floor for pupils to pick up; this will help develop a good grip.</li> <li>-Begin by attempting to hit 'slower' moving objects such as balloons</li> </ul>
Catching a ball	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Keep eyes focused on the object as it comes towards you.</li> <li>- Reach hands out to meet the object.</li> <li>- Have 'soft fingers' with hands slightly cupped.</li> <li>- Close fingers as you catch the object and bring it towards your body.</li> <li>- Bend knees to cushion the catch, where needed.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Begin by encouraging pupils to catch a slower moving / easier to catch object e.g. – a balloon or beanbag</li> <li>-Ensure a short distance between 'thrower' and 'catcher' when starting to learn this skill.</li> </ul>
Climbing	<p>Prior to learning to climb, ensure pupils have practised balancing on a low beam.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- First, look at what you are climbing and consider the route you may take.</li> <li>- When climbing, only move one hand or foot at a time.</li> <li>- Ensure you hold on tight when using hands to grip, and ensure your feet are placed securely before moving the next hand or foot.</li> <li>- Never overstretch as this can be dangerous. Always reach for a comfortable distance.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Where possible, provide pupils with experience of walking on different surfaces with bare feet e.g. wood, grass, stone - this will help with foot placement when learning to climb.</li> <li>-Ensure pupils are confident about walking along low-level equipment, e.g. a low beam or wall, before attempting more challenging climbing apparatus.</li> <li>-Ensure pupils are supported in taking risks - encourage pupils to take another step up, but reassure them you are there and they are safe.</li> <li>-Provide pupils with experience of different equipment to climb on, over and up as their skills develop</li> </ul>
Crawling	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Model start position i.e.- Support self through use of hands and knees.</li> <li>- Stay low to the ground.</li> <li>- Look ahead with eyes</li> </ul>





	<ul style="list-style-type: none"> <li>- Push forwards or backwards with your knees.</li> <li>- Use both arms and legs to help you crawl, balancing on all fours</li> <li>- Attempt to 'cross-crawl' (crawling using the opposite arm and leg).</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Ensure pupils are not pulling themselves along with their arms. It is important legs are used to support this movement</li> <li>-Ensure pupils are not looking at their arms and legs when crawling, instead of looking forward</li> </ul>
Effective Hand Washing	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Wet your hands with water.</li> <li>- Apply enough soap to cover your hands.</li> <li>- Rub your hands together</li> <li>- Use one hand to rub the back of the other hand. Repeat with the other hand.</li> <li>- Rub your hands together and clean in-between your fingers.</li> <li>- Rub the backs of your fingers against your palms.</li> <li>- Rub your thumb using your other hand. Do the same with your other thumb.</li> <li>- Rub the tips of your fingers on the palm of your other hand. Repeat with your other hand.</li> <li>- Rinse your hands with water.</li> <li>- Dry your hands completely with a towel or hand dryer.</li> </ul>
Hopping	<p>Prior to learning to hop, ensure pupils have practised balancing on one foot and jumping.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Step on to one foot</li> <li>- Outstretch your arms for balance.</li> <li>- Bend knee and push yourself upwards so that your foot leaves the ground.</li> <li>- Land on same foot.</li> </ul> <p>Points to consider:</p> <p>Pupils may need to steady themselves by holding on to nearby objects / hand of others to begin with.</p>
Jumping	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Adopt the 'ready to jump' position; ankles, knees and hips should be bent.</li> <li>- Look forwards, not down or up.</li> <li>- Swing your arms behind your body in preparation for the jump.</li> <li>- Make both feet leave the ground at the same time.</li> <li>- Swing your arms up / forward, forcefully, as you jump and land</li> <li>- Land on both feet at the same time, landing on the balls of your feet with your knees bent (This will absorb the shock from landing).</li> </ul>



	<p>- Control your landing on the floor with a maximum of one step in any direction.</p> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Pupils should be encouraged to walk on their toes, 'bounce' with feet on the floor and squat at activities in order to be ready to jump.</li> <li>-Help pupils to learn to jump by holding their hands, supporting them as they move from a squatting position.</li> <li>-Provide soft surfaces to jump on – mattresses/trampoline (This will assist the push off).</li> </ul>
Kicking a ball.	<p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Put the ball a few steps in front of you (Having the ball too close to the foot can cause you to overbalance)</li> <li>- Swing your leg back (to about a 45 degree angle)</li> <li>- Swing your foot forwards and connect with the side of your foot</li> <li>- Finish with your leg pointing in the direction you want the ball to travel.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Ensure pupils are swinging their leg at an appropriate height</li> <li>-Begin by using large foam / inflatable balls.</li> </ul>
Passing a ball.	<p>Prior to learning to pass a ball, ensure pupils have practised kicking a ball.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Put your weaker foot next to the ball</li> <li>- Swing back your stronger foot and use the inside of your stronger foot to connect with the ball.</li> <li>- Finish with your leg pointing in the direction you want the ball to travel.</li> </ul>
Putting on coat	<p>Prior to learning to put on a coat, ensure pupils have practised a range of fine and gross motor skills. Also consider practising to dress dolls and teddy bears.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <p>Demonstrate a range of techniques to assist pupil in putting on their own coat, then allow children to experiment with the technique they feel most comfortable with...</p> <ul style="list-style-type: none"> <li>- Lay coat on floor, encourage pupil to sit in the middle of their coat and put arms in the sleeves, stand up.</li> <li>- Lay coat on the floor with the top of the coat at their feet, bend down and put arms in the sleeves, flip coat over their head.</li> <li>- Place any hood on head then attempt to place arms in sleeves.</li> <li>-Zip up their coat.</li> </ul>
Riding a scooter	<p>Prior to learning to ride a scooter, ensure pupils have had opportunities to develop 'balance' in a range of ways.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Look ahead to navigate a safe pathway</li> <li>- Place one foot on scooter, place both hands on handlebars,</li> <li>- Keep the scooter upright, gaining balance.</li> </ul>



	<ul style="list-style-type: none"> <li>- Perform a pushing motion with one foot to the ground</li> <li>- Use your hands and arms to move the handlebars in the direction you wish to turn</li> <li>- Put one foot on the floor to stop the scooter travelling.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Ensure pupils have experience of bending knees and bouncing.</li> <li>-Prior to using a scooter build up leg strength through other gross motor activities e.g. – climbing.</li> <li>-Discuss importance of spatial awareness – Encourage looking ahead to spot and avoid obstacles.</li> </ul>
Riding a tricycle	<p>Prior to learning to ride a tricycle, ensure pupils have had opportunities to practise bending their knees and bouncing, making ‘cycling’ movements with their legs, whilst laying on the floor (pushing and circulating legs).</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Place feet on pedals</li> <li>- Look ahead to plan and navigate a safe pathway</li> <li>- Push pedals to turn wheels</li> <li>- Use arms to move handlebars in the direction of the turn</li> <li>- Place feet on floor to stop tricycle travelling.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Discuss importance of spatial awareness – Encourage looking ahead to spot and avoid obstacles.</li> </ul>
Throwing a ball (Underarm)	<p>Prior to learning to throw a ball, ensure pupils have had opportunities to practise picking up and dropping objects, throwing objects up in the air and allowing them to fall, and aiming at a target.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Look at the target.</li> <li>- Hold the ball in one hand.</li> <li>- Point your opposite arm at the target.</li> <li>- Swing the arm with the ball backwards.</li> <li>- Step forward and swing your arm forwards at the same time.</li> <li>- Let go of the ball when it is level with your waist.</li> </ul> <p>Points to consider:</p> <p>Consider introducing ‘slow moving’ equipment for practising throwing e.g. a beanbag, prior to using a ball.</p>
Throwing a ball (Overarm)	<p>Prior to learning to throw a ball, ensure pupils have had opportunities to practise picking up and dropping objects, throwing objects up in the air and allowing them to fall, and aiming at a target.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Stand sideways on to your target</li> </ul>



	<ul style="list-style-type: none"> <li>- Hold the ball behind you, at head height, with your elbow bent</li> <li>- Point your opposite arm at the target</li> <li>- Push your arm forward and over your head</li> <li>- Step forwards and keep your arm moving, even after releasing the ball</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Consider introducing 'slow moving' equipment for practising throwing e.g. a beanbag, prior to using a ball.</li> </ul>
Using scissors	<p>Prior to learning how to use scissors ensure pupils have practised a range of 'fine motor' activities which require a similar motion e.g. using tweezers, pegs, pipettes etc.</p> <p>Practitioner to model and narrate successful practice, supporting pupils to work through the steps;</p> <ul style="list-style-type: none"> <li>- Hold your scissors correctly by placing your thumb and fingers in the holes</li> <li>- Keep your thumb facing up ("Thumbnail should always look at the sky")</li> <li>- Keep the scissors moving – open and shut</li> <li>- Hold the paper tightly and move the paper, not the scissors.</li> </ul> <p>Points to consider:</p> <ul style="list-style-type: none"> <li>-Encourage practise with real scissors with playdough, to make snips in paper etc.</li> <li>-Encourage use of one handed scissors to develop a pinching motion needed for successful cutting.</li> <li>-Ensure that safety measures are in place and that pupils are aware of the need for sensible and careful use.</li> <li>-Model using scissors effectively and safely (including transportation of scissors).</li> <li>-Begin practising by making snips in paper, move on to cutting along a straight line, then around a shape that has straight lines, then progress to a curved shape</li> </ul>