



Physical Development in EYFS

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. 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.

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	If You Go Down to the Woods Today...	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh!
	<p>Personal, Social and Emotional Development Managing Self <i>Find ways of managing transitions, for example, from their parent to their key person.</i> Begin to select and use continuous provision resources, with help when needed ... <i>resources</i></p> <ul style="list-style-type: none"> • Make independent learning choices ... <i>learning / play</i> • Put resources back in right place once used <p>With support, begin to follow classroom <i>routines</i> and rules. <i>Learn to use the toilet with help, and then independently.</i> Begin to be independent with self-care routines.</p> <ul style="list-style-type: none"> • Toileting / eating / handwashing / putting outdoor clothing on <p>Physical Development Gross Motor Skills <i>Continue to enjoy kicking, throwing and catching balls.</i></p> <ul style="list-style-type: none"> • Rolling (partner / circle games outdoors) • Kicking 		<p>Personal, Social and Emotional Development Managing Self Begin to select and use continuous provision resources to achieve a set goal... <i>what could we use to...?</i> Settle to an activity of choice for some time. Increasingly follow classroom <i>routines</i> and rules (with reduced practitioner guidance/reminders).</p> <ul style="list-style-type: none"> • Daily routine – small group work. • Visual timetable... <i>what happens next?</i> • Now & Next boards if appropriate. <p>Develop independence with self-care routines.</p> <ul style="list-style-type: none"> • Toileting / handwashing / brushing teeth. <p>Physical Development Gross Motor Skills Continue to develop throwing, catching and ball skills <i>Develop throwing and learn how to keep score.</i></p>		<p>Personal, Social and Emotional Development Managing Self Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them.</p> <ul style="list-style-type: none"> • Link to school learning behaviours. <p>Settle to an activity for some time, adult led or child initiated. Increasingly follow rules, understanding why they are important. Do not depend on an adult to remind them of a rule.</p> <ul style="list-style-type: none"> • Follow daily routine and self-organisation. <p>Be increasingly independent in meeting their own care needs.</p> <ul style="list-style-type: none"> • Getting dressed and undressed independently. <p>Begin to make healthy choices about food, drink, activity and tooth brushing.</p> <ul style="list-style-type: none"> • Begin to talk about the importance of being healthy. <p>Physical Development Gross Motor Skills Begin to refine throwing, catching and ball skills Begin to refine movement of walking, running <i>Develop running and stopping.</i></p>	

	<ul style="list-style-type: none"> • Catching a light throw from a short distance with two hands and arms extended <p><i>Use equipment safely and responsibly.</i></p> <p><i>Continue to development fundamental movement skills of walking, running, balancing.</i></p> <ul style="list-style-type: none"> • Negotiating space with others. • Begin to adapt speed / direction to avoid obstacles. • Stand still / stand on one leg. <p><i>Move safely and sensibly in a space with consideration of others.</i></p> <p><i>Use different travelling actions whilst following a path.</i></p> <p><i>Continue to develop climbing skills.</i></p> <p><i>Use the stairs independently.</i></p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> • Go up / down ramps • Access steps to the Nursery door. <p>Continue to develop riding climbing skills – scooter / trike / balance bike</p> <ul style="list-style-type: none"> • Bike track; - following • Stop / start • Direction / avoid obstacles <p><i>Develop moving safely and stopping with control.</i></p> <p><i>Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress.</i></p> <p>Begin to use large-muscle movements to</p> <ul style="list-style-type: none"> • Wave flags and streamers (top to bottom / circle – <i>Wiggle Me into Squiggle</i>) • Paint and make marks <p>Begin to jump with two feet and learn to hop on one foot.</p> <p><i>Work with others co-operatively and play as a group.</i></p> <p><i>Follow, copy and lead a partner.</i></p> <p>Fine Motor Skills</p> <p><i>Begin to eat independently with a knife and fork.</i></p> <p>Begin to increase independence as they get dressed and undressed.</p> <ul style="list-style-type: none"> • Toileting / outdoor play dress up... <i>stage area</i> <p>Begin to show a preference for a dominant hand.</p> <p>Use some one-handed tools and equipment.</p>	<p><i>Play games showing an understanding of the different roles within it.</i></p> <p><i>Follow instructions and move safely when playing tagging games.</i></p> <p>Continue to develop movement of walking, running</p> <p><i>Work safely and develop running and stopping.</i></p> <p>Continue to develop climbing skills</p> <p>Continue to develop balancing skills</p> <ul style="list-style-type: none"> • Daily outdoor play • Weekly GetSet4PE lesson <p>Continue to jump with two feet and learn to hop on one foot</p> <p>Continue to develop riding skills</p> <ul style="list-style-type: none"> • Bikeability • Bike track outdoors <p>Use large muscle movements... <i>Squiggle Whilst You Wiggle</i></p> <p>Begin to remember some sequences and patterns of movement related to music and rhythm</p> <ul style="list-style-type: none"> • Learn some simple dance / action routines to familiar songs <p><i>Explore different body parts and how they move and remember and repeat actions.</i></p> <p><i>Express and communicate ideas through movement exploring directions and levels</i></p> <p><i>Create movements and adapt and perform the simple dance patterns</i></p> <p><i>Copy and repeat actions showing confidence and imagination</i></p> <p><i>Move with control and co-ordination, linking, copying and repeating actions</i></p> <p>Begin to match developing physical skills to tasks and activities in setting</p> <p>Choose the right resource to carry out chosen plan</p> <p>Begin to take part in some group team activities</p> <p><i>Work co-operatively and learn to take turns.</i></p> <p><i>Work with others to play team games.</i></p>	<p>Begin to refine climbing skills</p> <p>Begin to refine balancing skills</p> <p><i>Develop balancing whilst stationary and on the move.</i></p> <p><i>Develop balancing and taking weight on different body parts</i></p> <p><i>Develop hopping and landing with control.</i></p> <p><i>Develop jumping and landing.</i></p> <p>Jump with two feet and hop on one foot</p> <p><i>Develop jumping and landing safely</i></p> <p><i>Develop rocking and rolling</i></p> <p>Begin to refine riding skills</p> <ul style="list-style-type: none"> • Bikeability • Bike track outdoors <p><i>Develop changing direction.</i></p> <p><i>Explore different ways to travel.</i></p> <p>Use large muscle movements... <i>Squiggle Whilst You Wiggle</i></p> <p><i>Copy and create shapes with our bodies</i></p> <p>Remember some sequences and patterns of movement related to music and rhythm.</p> <p><i>Copy and create short sequences by linking actions together</i></p> <p>Match developing physical skills to tasks and activities in setting.</p> <p>Choose the right resource to carry out chosen plan.</p> <p>Take part in some group team activities, which they make up themselves or in teams.</p> <p>Collaborate with others to manage large items.</p> <p><i>Create shapes whilst on apparatus</i></p> <p>Fine Motor Skills</p> <p>Use one-handed tools and equipment confidently and independently...</p> <p><i>scissors, glue sticks, pencils, pens, marker pens.</i></p> <ul style="list-style-type: none"> • Across provision: cutting/sticking – painting / drawing / writing letters. <p>Eat independently using a knife and fork</p> <p>Be increasingly independent getting dressed and undressed</p> <p>Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> ▪ Support and model tripod grip.
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	<ul style="list-style-type: none"> Across provision: - pouring / filling – stirring / mixing – rolling – painting / drawing / mark making. <p>Begin to develop a comfortable grip when using pencils / pens.</p> <ul style="list-style-type: none"> Support and encourage tripod grip. <p>Objectives taken from GetSet4PE have been written in <i>italic blue/pink</i> for reference.</p> <p>Implementation: <i>Get Set 4 P.E</i> <i>Autumn 1: Introduction to PE - Unit 1</i> <i>Autumn 2: Introduction to PE - Unit 1</i> <i>Squiggle Movements</i> <i>Squiggle While You Wiggle</i> <i>Dough Disco</i> <i>Daily Outdoor play including the use of scooters, climbing area outside, role play stage area.</i> <i>Pedal Days</i></p>	<p>Begin to collaborate with others to manage large items.</p> <ul style="list-style-type: none"> Outdoor construction area Link to learning behaviours <p>Fine Motor Skills Show a preference for a dominant hand</p> <ul style="list-style-type: none"> Dough Disco <p>Use a range of one-handed tools and equipment</p> <ul style="list-style-type: none"> Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. <p>Continue to learn to use a knife and fork Continue to increase independence getting dressed and undressed Continue to develop a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> Model tripod grip. <p>Expressive Arts and Design Being Imaginative & Expressive</p> <p>Begin to respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i></p> <p>Objectives taken from Get Set 4 PE have been written in <i>italic blue</i> for reference...</p> <p><i>Explore different body parts and how they move and remember and repeat actions.</i> <i>Express and communicate ideas through movement exploring directions and levels</i> <i>Create movements and adapt and perform the simple dance patterns</i> <i>Copy and repeat actions showing confidence and imagination</i> <i>Move with control and co-ordination, linking, copying and repeating actions</i></p> <p>Implementation: <i>GetSet4 PE</i> <i>Spring 1: Dance - Unit 1</i> <i>Spring 2: Games - Unit 1</i> <i>Squiggle While You Wiggle</i> <i>Dough Disco</i> <i>Daily Outdoor play including the use of scooters, climbing area outside, role play stage area.</i> <i>Pedal Days</i> <i>Pegs to Paper and fine motor activities</i></p>	<p>Expressive Arts and Design Being Imaginative & Expressive</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p><i>Express feelings and emotions through movement to music</i> <i>Talk about how a piece of music makes you feel</i></p> <p>Implementation: <i>GetSet4 PE</i> <i>Summer 1: Fundamentals - Unit 1</i> <i>Summer 2: Gymnastics - Unit 1</i> <i>Squiggle While You Wiggle</i> <i>Dough Disco</i> <i>Daily Outdoor play including the use of scooters, climbing area outside, role play stage area.</i> <i>Daily Outdoor play</i> <i>Pedal Days</i> <i>Pegs to Paper and fine motor activities</i></p>
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	<i>Pegs to Paper and fine motor activities</i>			<i>Sports Event.</i>		
Key Vocabulary	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop, dance		Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop, skills, balance, routine, dance	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop, skills, balance, routine, Gymnastics, control, safe, dance		
Reception	All About Me/Farmyard	Light and Dark	Journeys	Explorers	Animal Growth / Minibeasts	Under the Sea
	Personal, Social and Emotional Development Managing Self Be increasingly independent in managing own self-care needs. <ul style="list-style-type: none"> Fasten zips, buttons, coats, shoes. Develop confidence to try new activities and show independence. <ul style="list-style-type: none"> Access all types of enhancements (indoors & outdoors). 		Personal, Social and Emotional Development Managing Self Manage own self-care needs. <ul style="list-style-type: none"> Personal Hygiene. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <ul style="list-style-type: none"> E safety, road safety. 		Personal, Social and Emotional Development Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

	<p>Know and begin to talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • Toothbrushing – importance and how ... <i>clean, decay, Dental Nurse visit.</i> • Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit.</i> <p>Physical Development</p> <p>Gross Motor Skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i></p> <ul style="list-style-type: none"> ▪ Engage in and develop confidence in actions. <p>Begin to develop overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> ▪ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial,</i> ▪ Set own physical challenge ... <i>challenge, goal</i> <p>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i></p> <p>Begin to combine different movements with ease and fluency.</p> <p>Begin to use different travelling actions whilst following a path.</p> <ul style="list-style-type: none"> ▪ See above <i>obstacle course. Squiggle Whist You Wiggle, Scooter Track.</i> ▪ Change movements / directions quickly. <p>Begin to work cooperatively and play as a group.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p> <p><i>To move safely and sensibly in a space with consideration of others.</i></p> <p><i>To develop moving safely and stopping with control.</i></p> <p><i>To use equipment safely and responsibly. to the castle</i></p> <p><i>To use different travelling actions whilst following a path.</i></p> <p><i>To work with others co-operatively and play as a group.</i></p> <p><i>To follow, copy and lead a partner.</i></p> <p><i>To copy, repeat and explore actions in response to a theme.</i></p>	<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Continue to refine the fundamental movement skills they have already acquired: - <i>rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</i></p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • <i>Daily modelling and support.</i> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: <i>throwing, passing kicking, batting and aiming.</i></p> <p><i>To aim when throwing and practise keeping score.</i></p> <p><i>To follow instructions and move safely when play tagging games.</i></p> <p><i>To learn to play against a partner.</i></p> <p><i>To develop co-ordination and play by the rules.</i></p> <p><i>To explore striking a ball and keeping score.</i></p> <p><i>To work co-operatively as a team.</i></p> <p><i>To develop balancing.</i></p> <p><i>To develop running and stopping.</i></p> <p><i>To develop changing direction.</i></p> <p><i>To develop jumping.</i></p> <p><i>To develop hopping.</i></p> <p><i>To explore different ways to travel using equipment.</i></p> <p>Continue to develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene</p> <p>Work with other cooperatively.</p>	<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Continue to refine the fundamental movement skills they have already acquired: - <i>rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</i></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Daily outdoor play and physical activity. Model and support safety. <p>Demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> • Use a range of wheeled resources to navigate space. <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><i>To create short sequences using shapes, balances and travelling actions.</i></p> <p><i>To develop balancing and safely using apparatus.</i></p> <p><i>To develop jumping and landing safely from a height.</i></p> <p><i>To develop rocking and rolling.</i></p> <p><i>To explore travelling around, over and through apparatus.</i></p> <p><i>To create sequences using apparatus.</i></p> <p><i>To move around safely in space.</i></p> <p><i>To follow instructions and stop safely.</i></p> <p><i>To stop safely and develop control when using equipment.</i></p> <p><i>To follow instructions and play safely as a group.</i></p> <p><i>To follow a path and take turns.</i></p> <p><i>To work co-operatively with a partner.</i></p> <p>To work co-operatively with a partner.</p> <ul style="list-style-type: none"> • Daily outdoor play and P.E lessons. <i>Squiggle, Scooter Track.</i>
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To explore and remember actions considering level, shape and direction.
 To explore movement using a prop with control and co-ordination.
 To move with control and co-ordination, expressing ideas through movement.
 To remember and repeat actions moving in time with the music.
 To explore actions in response to a theme and begin to use counts.

Fine Motor Skills

Use a comfortable grip with good control when holding pens and pencils

- Support and model tripod grip.

Continue to develop 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

- Ensure regular engagement and develop confidence in use of tools... *grip, steady, snip, twist, curve, straight.*

Begin to develop Beery Shapes using a range of different media

Objectives taken from GetSet4PE have been written in *italic red/orange* for reference.

Expressive Arts and Design

Being Imaginative & Expressive

Begin to listen attentively, move to and talk about music, expressing their feelings and responses.

- How does the music make me feel? ... *emotions vocabulary (see PSED).*

Begin to watch and talk about dance and performance art.

- What type of dance/music is it? ... *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy.*

- Daily Outdoor play, *Squiggle, Scooter Track.*

Fine Motor Skills

Develop 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.
- Daily Fine Motor opportunities, *Pegs to Paper.*

Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:

- Model effective pencil grip.
- Encourage correct letter formation (see Writing).
- Attempt to form all letters correctly

Consolidate Beery Shapes using a range of different media

Expressive Arts and Design

Being Imaginative & Expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.

Show rhythm and comparison of different sounds.

Watch and talk about dance and performance art, expressing their feelings and responses.

- Watch performance from other cultures and compare differences... e.g. lion dances in Lunar New Year

Explore and engage in music making and dance, performing solo or in groups.

Fine Motor Skills

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.

- Fine motor activities

Begin to show accuracy and care when drawing.

- Encourage effective grip and accuracy.

Continue to attempt to form all letters correctly

Expressive Arts and Design

Being Imaginative & Expressive

Listen attentively, move to and talk about music, expressing their feelings and responses.

Confidently sing a range of well-known nursery rhymes and songs.

Explore and engage in music making and dance.

Move in time to music.

	<ul style="list-style-type: none"> • Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer.</i> <p>Begin to explore and engage in music making and dance. Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSED).</i></p> <p>Begin to explore different body parts and how they move.</p> <p>Begin to move with control and coordination, linking</p> <p>Begin to create movements and adapt simple dance patterns.</p> <p>Begin to copy and repeat actions showing confidence and imagination.</p> <p>Implementation:</p> <p><i>Pedal Days and daily outdoor play, including the use of scooters. Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility. Encourage and support children in the climbing area outside. Role play stage area.</i></p> <p>GetSet4PE</p> <p>Autumn 1 - <i>Introduction to P.E Unit 1</i></p> <p>Autumn 2 - <i>P.E Scheme: Dance Unit 2</i></p> <p><i>Pegs to Paper and fine motor activities</i></p> <p><i>Squiggle Me into a Writer</i></p> <p><i>Opportunities in provision will include, threading, cutting, weaving, play dough, manipulate objects, draw lines and circles using gross motor movements, model tripod grip.</i></p> <p><i>Panto - children to enjoy a live performance of music, dance and storytelling and say how it makes them feel.</i></p> <p><i>Children will preform to an audience during the Christmas show</i></p>	<p>Implementation:</p> <p><i>Pedal Days and daily outdoor play including the use of scooters games developing the overall body strength, coordination, balance, and agility. Encourage and support children in the climbing area outside. Role play stage area.</i></p> <p>GetSet4PE</p> <p>Spring 1 - <i>Games Unit 2</i></p> <p>Spring 2 - <i>Fundamentals Unit 2</i></p> <p><i>Pegs to Paper and fine motor activities</i></p> <p><i>Dough Disco.</i></p> <p><i>Squiggle Me into a Writer</i></p> <p><i>Opportunities in provision will include, threading, cutting, weaving, and playdough. Handle tools, objects, construction, and malleable materials with increasing control.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings. Chinese dancing - dragon dance, African dancing.</i></p>	<p>Implementation:</p> <p><i>Pedal Days and daily outdoor play including the use of scooters games developing the overall body strength, coordination, balance, and agility. Encourage and support children in the climbing area outside. Role play stage area.</i></p> <p>GetSet4PE</p> <p>Summer 1 - <i>Gymnastics Unit 2</i></p> <p>Summer 2 - <i>Introduction to P.E Unit 2</i></p> <p><i>Pegs to Paper and fine motor activities</i></p> <p><i>Dough Disco.</i></p> <p><i>Squiggle Me into a Writer</i></p> <p><i>Sports Day</i></p> <p><i>Opportunities in provision will include threading, cutting, weaving and playdough.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings.</i></p> <p><i>Create own life cycle dance and sea dances.</i></p>
<p>Key Vocabulary</p>	<p>Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, thread,</p>	<p>Forwards, backwards, balance, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, unhealthy, repeat, practise, physical, next, control</p>	<p>Forwards, backwards, balance, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise, healthy, unhealthy, repeat, practise, physical, next, control</p>

	<p>cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, gentle, floppy, gallop, slither, follow, lead copy, rolling, rocking straight, star, curled, shape, land, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>Tripod grip, pincer grip, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, sequence, shape, apparatus, jump, land, rocking, rolling, barrel roll, straight roll, around, over, through, determination, control, expression, space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>Tripod grip, pincer grip, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, stop, roll, dribble, kick, bounce, catch, tactics, travel , aim, respect, persevere, control, expression, space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>
<p>Early Learning Goals By the end of Reception children are expected to:</p>	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. 		

	<p>Expressive Arts and Design Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<p>Mapping Curriculum Objectives How the early learning goals feed into objectives from the Year 1 National Curriculum.</p>	<p>Year 1 National Curriculum Objective</p> <p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.