

Physical Development in the EYFS – Move

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design, music and R.E.

Our milestones for physical development support the development both fine and large motor skills, as well as skills closely linked to PSED, such as independence, sharing and leadership as well as decision making, perseverance and confidence.

**Nursery Milestone for Physical Development**

**I will be able to put on and take off, my own coat**

Milestone 1: I help with care routines including dressing and undressing

Milestone 2: With a little help, I can put on and take off simple clothing,

Milestone 3: I can get my own coat, put my arms in it and pull up a zip once it has been fastened at the bottom

Final Milestone: I can get my coat, put it on and zip it up, take it off and hang it up on my peg.

**I will be able to use mark making tools, including a pencil, to write my name**

Milestone 1: I can use the muscles in my hands and arms to make big movements.

Milestone 2: I will use mark making tools to make marks and I’m beginning to make smaller controlled movements including circles and lines.

Milestone 3: I can comfortably hold a pencil or pen and will attempt to write my name using my name card

Final Milestone: I can clearly write some letter shapes, including those in my name.

**I will be able to ride a balance bike**

Milestone 1: I can sit/stand on a trike/scooter with good balance and pedal or scoot along.

Milestone 2: I can move and steer a trike or scooter with co-ordination, for example in and out of cones

Milestone 3: I can sit on a balance bike with good balance, and scoot along with one or both feet on the ground, avoiding obstacles.

Final Milestone: I can ride a balance bike, balancing with both feet off the ground and maintain control by steering and being able to speed up and slow down.

**FS2 Milestone for Physical Development**

**I will have the fine motor skills and independence I need to manage my belongings, mealtimes and changing for PE.**

**Milestone 1**: I can put on and take off simple clothing when changing for PE, but may need help with buttons or zips or to manage my belongings. I am starting to eat independently, learning how to use a knife and fork.

**Milestone 2:** I can use cutlery, dress myself for PE and manage my belongings, with increasing independence.

**Final Milestone**: I have the skills I need to manage the school day successfully such as personal hygiene, mealtimes and undressing/dressing for PE

**I will be able to use mark making tools with confidence.**

**Milestone 1**: I have a comfortable grip and good control when using mark making tools

**Milestone 2**: I can use a range of small tools with increasing accuracy and care.

**Milestone 3:** Final Milestone: I can hold a pencil effectively in preparation for fluent writing

**I will be able to move with confidence and assess and manage risks.**

**Milestone 1**: I show increasing body-strength, balance, co-ordination and agility as I engage with both large and small apparatus. I am beginning to assess danger/manage risks without the need to check-in with an adult.

**Milestone 2**: I confidently and safely use a range of large and small apparatus, indoors and outdoors, alone and in a group. I am beginning to assess danger/manage risks with increased independence.

**Final Milestone**: I demonstrate strength, balance and co-ordination when moving, successfully negotiating space. I assess danger and manage risks with independence.

Vocabulary Linked to Milestones for Physical Development

Gymnastics stretch, travel, roll, balance, jump, shape—tuck, star, arch, equipment, apparatus, sequence, perform/performance

Games travel, pass/receive, hit/throw/catch, teamwork/talk/trust/opponent, tactics/positions, attack/defend/socre

Dance travel/stillness (gallop, skip, jump turn, stop, freeze, spin, balance) Direction (forwards, backwards, sideways) Space (near, far, in/out, on the spot) Sequence (beginning, middle, end) Moods & Feelings (expression—jolly etc) Dynamics (strong, gentle)

Athletics run, jump, throw, fast, slow, high/higher/highest, long/longer/longest

Cycling saddle, frame, wheel, handlebars, balance, pedal, brake

Springvale Primary School Foundation Stage – 2 Year Topic Cycle

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| Cycle A | | Autumn 1 | | | Autumn 2 | | Spring 1 | | | Spring 2 | Summer 1 | | | | | Summer 2 | |
| Topic | | All About Me | | | Special Times | | Change | | | People Who  Help Us | Life Cycles | | | | | We’re Off! | |
| Core Book | | Nursery  We're Going on a Bear Hunt: 1 (CBH Children / Picture Books) : Rosen,  Michael, Oxenbury, Helen: Amazon.co.uk: Books        Reception | | | Nursery  Room on the Broom : Donaldson, Julia, Scheffler, Axel: Amazon.co.uk: BooksRec  Reception | | Nursery    Reception | | | Nursery  Reception | Nursery  Reception | | | | | Nursery  Reception | |
| Cycle B | | Autumn 1 | | | Autumn 2 | | Spring 1 | | | Spring 2 | Summer 1 | | | | | Summer 2 | |
| Topic | | F1 All About Me  F2 Me and You | | | Terrific Tales | | Once Upon a Time | | | Home | Go Outside | | | | | The Wider World | |
| Core Book | Nursery  We're Going on a Bear Hunt: 1 (CBH Children / Picture Books) : Rosen,  Michael, Oxenbury, Helen: Amazon.co.uk: Books    Reception | | Nursery  Reception | | | Nursery  Reception | | | Nursery  Reception | | | Nursery  Reception | | Nursery  Reception | | |
| Continuous Provision | | During the school day or nursery session the children in the EYFS will experience many opportunities to develop their fine and gross motor development. The outdoor environment provides ample opportunity for children to develop balance, co-ordination, agility, strength, spatial awareness and confidence as they move on wheeled vehicles, use the climbing frame, access the small games equipment or explore in the woods. Fine motor control is also developed daily as the children become involved in sensory play activities, arts and crafts, construction, imaginative and role-play as well as small world play. Independence with coat is also promoted and valued by staff as a important skill. | | | | | | | | | | | | | | | |
| P.E Sessions are taught through the school using the scheme Get Set 4 PE | | | | | | | | | | | | | | | | | |
| Nursery/FS1 | | Intro to PE 1 | | Fundamentals 1 | | | | Dance 1 | Ball Skills 1 | | | | Games 1 | | Gymnastics 1 | | |
| Reception/FS2 | | Intro to PE 2 | | Gymnastics 2 | | | | Ball Skills 2 | Fundamentals 2 | | | | Games 2 | | Dance 2 | | |