



EYFS Statutory Educational Programme: 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, 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.

At Saracens Bell Lane we see the crucial role that physical development plays in building a strong foundation for learning and for a healthy and happy life. We strive to maximise children's opportunities for learning outdoors for all the benefits to physical health and well-being that this brings. We are aware of the limited physical opportunities that many children experience and work not only to develop fine motor skills but also heart raising opportunities, to develop stamina and overall health.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Independent Self-Care	<p>To be able to independently feed themselves.</p> <p>Has developed an increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>To be able to convey to an adult that they need help.</p>	<p>To be more able to take care of toileting needs and wash hands afterwards.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves however they occasionally need help with wiping.</p>	<p>To be able to manage a range of their personal needs independently like toileting, hand washing, dressing, and eating a snack when hungry.</p> <p>To be able to talk about factors that support their overall health.</p> <p>Usually dry and clean during the day.</p>	<p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time</p>	<p>ELG: Gross Motor Skills 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> <p>ELG: Fine Motor Skills</p>

			To be able to talk about factors that support their overall health.		<p>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.</p>
Gross Motor	<p>To begin knowing how and be able to Move around safely with some awareness of others and some degree of control.</p> <p>Starts to throw and release objects</p>	<p>To be able to move around safely, kick a ball and jump and land safely To begin to be able to move their bodies in different ways.</p> <p>Big movements (Rolling, crawling, walking, jumping, hopping, skipping on 2 feet.</p>	<p>To be able to move confidently with control in a range of ways .</p> <p>Runs safely on whole foot</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p>	<p>Is able to jump off an object and land appropriately using hands, arms and body to stabilise and balance</p> <p>Can negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	
Fine Motor: Hand-eye coordination and manipulation	<p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>	<p>To be able to use fine motor skills explore and manipulate different materials</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors,</p>	<p>Shows good control when using fine motor skills to use one handed equipment and make controlled marks using pencils and brushes.</p> <p>Shows a preference for a dominant hand.</p>		

		hairbrushes, toothbrush, scarves or ribbons			
Fine Motor: Being a scribe	To be able to begin to make marks intentionally. Holds mark-making tools with thumb and all fingers	To begin to be able to make connections between their movement and the marks they make When holding crayons, chalks or painting with hands and fingers. To be able to make marks on their picture to stand for their name	To be able to attempt to write some recognisable letters. Begins to use anticlockwise movement and retrace vertical lines	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	