

0-3years	3-4years	Reception	ELG	End of Year1
Fine Motor Skills				Writing
<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Fine motor skill sessions taught regularly. These include:                      Playdough disco                      Using tweezers                      Threading                      Making towers                      Dotted with paint                      Eat finger food and develop likes and dislikes.                      Using scissors</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Snack time routines</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Fine motor skill teaching during a regular session. Build up from snipping, cutting across thin pieces of paper, cutting wider pieces, following a line, cutting out a shape.</p> <p>Focus teach activities to develop skills.</p> <p>Access to art and writing area during child initiated time to practise.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Daily name writing, weekly story writing. Focus teach activities.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Through daily RWI sessions letter/sound rhymes are taught to teach the children how to correctly form their letters when writing. These rhymes are encouraged and reinforced whenever the children are writing throughout their day. As well as this, the children practise their handwriting and develop a handwriting style linked to RWI which is using the Nelson programme, progressing from letters to words.</p> <p>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.</p> <p>Many opportunities are planned and taught for the</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>The children are encouraged and corrected if they are not holding their pencil effectively. The tripod grip is demonstrated and the 'pencil grip rap' is used to ensure the children understand how to hold their pencil correctly and why it is important - to ensure their writing is neat and correct letter formation is produced.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Many opportunities are planned and taught for the children to be exposed to a range of small tools within EYFS. Thus maybe through art activities where paint brushes, scissors and hole punches are used to create something or through a food</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>

<p>Children putting on their own coat for going outside, arms in coat then doing zip up.</p> <p>Independent toileting.</p>	<p>Daily snack time routines.</p> <p>Show a preference for a dominant hand.</p> <p>Daily name writing, weekly story writing.</p>	<p>children to be exposed to a range of small tools within EYFS to develop their fine motor skills. Thus maybe through art activities where paint brushes, scissors and hole punches are used to create something or through a food tasting session where cutlery is needed to eat the food. The adults in EYFS model and demonstrate the range of small tools and how they are used correctly and safely. The adults are also there to support the children when using them, reminding them of how to hold and use them competently, safely and confidently.</p>	<p>tasting session where cutlery is needed to eat the food. The adults in EYFS model and demonstrate the range of small tools and how they are used correctly and safely. The adults are also there to support the children when using them independently, reminding them of how to hold and use them effectively.</p> <p>Begin to show accuracy and care when drawing.</p> <p>The children are encouraged to show accuracy and care when drawing through the modelling of the adults doing it first. Discussions will be had prior to the activity about what needs to be included and what to remember when undergoing the task too. The children then demonstrate this through their drawings during a planned activity, observational drawing or their own choice of drawing within their play.</p>	
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Gross Motor Skills

<p>Lift their head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside.</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p> <p>Reach out for objects as co-ordination develops.</p> <p>Lift objects up to suck them.</p> <p>Children are expected to sit on carpet for group time and other times during the day.</p> <p>Pass things from one hand to the other. Let go of things and hands them to another person or drops them.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Focus teach activities and child initiated time to develop skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Access to mud kitchen is up steps.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Brain gym songs and actions.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Focus teach activities- dancing for a ball, Chinese New Year dancing. The windy day box. Access to ribbons in the music area.</p> <p>Start taking part in some group activities which they</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>During PE lessons the fundamental movement skills are modelled and taught to the children. The children then practice, perfect and demonstrate these skills through activities and games that require these skills during their PE lessons. As well as this, the children then revise and refine these skills through their physical play outside - moving around obstacle courses, using equipment and when playing games with their peers and adults.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Through a series of lessons linked to dance in PE the children demonstrate a more fluent style of moving thinking carefully about control and grace - listening to the music</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>The children are encouraged to do this regularly through their PE lessons as well as during their play inside or outside. The children are reminded of the importance of being safe when looking at the space around them and the obstacles that may be in their way when moving around. The children also demonstrate the awareness of others in their space too and move accordingly to keep themselves and others safe.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>The children have many opportunities to build their strength, balance and coordination when playing and learning in EYFS. This maybe through their PE lessons or during their physical play outside with the use of equipment such as; balance bikes, scooters, space hoppers, cones, rope, climbing wall etc.</p>	<p>I am aware that when I am active, changes will occur to my body</p> <p>I can hit, kick and throw different balls</p> <p>I can throw a small or medium-sized ball up to a distance of 3 metres and catch it with both hands</p> <p>I can work with a small group to complete a task or play a game</p> <p>When working as part of a team, I can decide where to stand to make a game difficult for the other team</p> <p>I can change direction while I am running</p> <p>I can keep running for long periods of time</p>
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<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Access to a range of equipment during child initiated time including balls, bouncers, bats, tunnel.</p> <p>Clap and stamp to music.</p> <p>Brain gym. Access to music area.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Access to a range of equipment during child initiated time including balls, bouncers, bats, tunnel.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Access to a range of equipment during child initiated time including balls, bouncers, bats, tunnel.</p> <p>Build independently with a range of appropriate resources.</p>	<p>make up for themselves, or in teams.</p> <p>Focus teach activities to develop team game skills.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Brain gym dances. Christmas performance.</p> <p>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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Access to equipment during child-initiated time- outside</p>	<p>and controlling their body in certain ways.</p> <p>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.</p> <p>The children have many opportunities to develop their overall body strength, balance, coordination and agility when playing and learning in EYFS. This maybe through their PE lessons or during their physical play outside with the use of equipment such as; balance bikes, scooters, space hoppers, cones, rope, climbing wall etc. Discussions are also had during PE lessons about how these aspects can help with other areas of physical exercise and how developing these fundamental skills can help their future hobbies.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>The children demonstrate moving energetically in a variety of ways when playing and learning in EYFS. Again, this maybe through their PE lessons or during their physical play outside. They are encouraged by adults to move in different ways and challenged around obstacle courses or to move in time to music for example skipping to the beat/rhythm.</p>	<p>I can perform a range of gymnastic moves (balances, jumps, rolls)</p> <p>I can remember a short sequence of actions or movements</p> <p>I can walk along a straight line</p> <p>My gymnastic movements had a beginning, middle and end</p> <p>I choose movements in dance that show I am listening to the music</p>
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<p>Construction areas inside and outside for the children to access.</p> <p>Focus teach activities to introduce a range of equipment and how to use it.</p> <p><b>Begin to walk independently - choosing appropriate props to support at first.</b></p> <p><b>Walk, run, jump and climb - and start to use the stairs independently.</b></p> <p><b>Spin, roll and independently use ropes and swings (for example, tyre swings).</b></p> <p><b>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</b></p> <p>Access to a range of equipment during child-initiated time including balls, bouncers, bats, tunnel. Bikes, scooters and tricycles are available for the children to use.</p> <p>Access to mud kitchen up steps.</p>	<p>construction, balance beam, digging area.</p>	<p>The children are encouraged to sit well throughout the day - sitting upright and not slouching and leaning against anything - teaching them about good posture and how this can help strengthen their core muscles. Whenever they are sitting on the floor for whole class learning or during circle time they are reminded of the above. As well as this, when they are sat at the tables doing their learning through an activity the children are reminded of sitting with their back to the back of the chair and their feet well positioned flat on the floor.</p> <p><b>Combine different movements with ease and fluency.</b></p> <p>During PE lessons linked to dance as well as moving to music during their play children are shown and taught how to combine a sequence of different movements. Fluency is explained to the children and also modelled so the children learn to move with ease.</p>		
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Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

The children show they are able to do this through the use of apparatus during both PE lessons as well as during their play. They are shown how to confidently and safely use a range of large and small apparatus both alone and in groups and discussions are had about how important this is. Daily, the children help the adults tidy away at tidy up time, at the end of play. Here they show the ability to work on their own or in groups to move this equipment confidently and safely.

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

The children have many opportunities to develop their overall body strength, balance, coordination and agility when playing and learning in EYFS. This maybe through their PE lessons or during their physical play outside with the use of equipment such as; balance

bikes, scooters, space  
hoppers, cones, rope, climbing  
wall etc.

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

During PE lessons a range of  
ball skills are modelled and  
taught to the children. The  
children then practice,  
perfect and demonstrate  
these skills through activities  
and games that require these  
skills during their PE lessons.  
As well as this, the children  
then revise and refine these  
skills through their physical  
play outside through set up  
activities using equipment e.g.  
targets and beanbags, bats  
and small balls, goal posts,  
basketball nets and large balls  
as well as when playing games  
with their peers and adults.

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

As mentioned, during PE  
lessons a range of skills and  
activities which involve a ball  
are modelled and taught to

the children. During these sessions are when the children will build and develop their confidence, competency, precision and accuracy with a ball over time. The children will then demonstrate this confidence through activities and games that require the use of a ball during their PE lessons. As well as this, during their physical play outside activities will be set up to further develop the above, through the use of equipment more independently, on their own or with their peers with adults around modelling and supporting them.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Children are encouraged and supported through discussions during the day about further developing these skills. The expectations and skills are outlined, modelled and discussed by the adults with the children and through establishing these skills regularly throughout the day the children become more



		<p>confident and further develop these skills day on day. Gentle reminders are made by teachers and teaching assistants to make the school day successful for all. The children also know that if they need support they can ask a teacher or teaching assistant to aid them.</p>		
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