



Sequenced learning and skills Preschool age 2-4 and Reception



<p style="text-align: center;">Physical development</p> <p>EYFS Statutory Educational Programme: 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</p>	<p>Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> ● Lift their head while lying on their front. ● Push their chest up with straight arms. Roll over: from front to back, then back to front. ● Enjoy moving when outdoors and inside. ● Sit without support. ● Begin to crawl in different ways and directions. ● Pull themselves upright and bouncing in preparation for walking ● Reach out for objects as co-ordination develops. P ● Pass things from one hand to the other. ● Let go of things and hand them to another person, or drop them 	<ul style="list-style-type: none"> ● Our continuous provision provides wide range of opportunities for children to be active learners both indoors and outside. ● Adults encourage children to take age appropriate risks ● Adults encourage children to explore different movements through play in the continuous provision and planned challenges. ● Routines are developed to support healthy bodies and healthy food choices ● Resources in the continuous provision to promote core and upper body strength ● Snack time to promote independence



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- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources
- Begin to walk independently - choosing appropriate props to support at first. Walk, run, jump and climb - and start to use the stairs independently.
- As soon as children are able, encourage 'active travel' to and from the setting - for example, walking, scooter or bike.
- Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.



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<ul style="list-style-type: none"> • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	
<p>Preschool 3-4 years will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide 	<ul style="list-style-type: none"> • Resources in the continuous provision to promote core and upper body strength • Working alongside parents and carers to help support independence skills such as toileting and dressing skills • Daily access to our outdoor area • Two, three and four wheeled apparatus to promote the development of balance and co-ordination. • Snack time to promote healthy eating and healthy choices • Self-help skills taught as part of daily routines • Regular woodland walks • Roll and large sheet of paper for tummy time mark making and vertically to promote upper body, shoulder, elbow and wrist strength



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<p>whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none">• 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.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.• Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	<ul style="list-style-type: none">• Adults encourage children to take age appropriate risks• Adults encourage children to explore different movements through play in the continuous provision and planned challenges.• Routines are developed to support healthy bodies and healthy food choices• Supporting children be able to independently use the toilet and wash their hands
<p>In Reception will be learning to:</p>	<p>We will support this by:</p>



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- revise and refine the fundamental movement skills they have already acquired such as:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- progress towards a more fluent style of moving, with developing control and grace
- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

- Children have daily access to appropriate outdoor space with a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings.
- We have a large slope in our outside provision, where children experience carrying things up and down on different levels.
- We provide a choice of open-ended materials to play that allows for extended, repeated and regular practising of physical skills like:
 - lifting
 - carrying
 - pushing
 - pulling
 - constructing
 - stacking
 - climbing
- We have a range of bikes that children access outside and regularly set up different types of routes that the children can follow, including the use of ramps.



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| <ul style="list-style-type: none">● develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:<ul style="list-style-type: none">● pencils for drawing and writing● paintbrushes● scissors● knives● forks● spoons● use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor● combine different movements with ease and fluency● confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group● develop overall body strength, balance, coordination and agility● further develop and refine a range of ball skills including:<ul style="list-style-type: none">● throwing● catching | <ul style="list-style-type: none">● Inside the classroom, we provide continued access to floor space with different levels for movement and play based learning and enquiry.● Daily fine motor activities that allow children to correctly hold a pencil and to practise using scissors and knives and forks. Activities also include: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay● Designated drawing and painting areas within the classroom.● Adults carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders.● We celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to |
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- kicking
- passing
- batting
- aiming
- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- develop the foundations of a handwriting style which is fast, accurate and efficient
- further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes

line up and wait. House points are used as an immediate reward.

- We teach and model for children how to eat with good manners in a group, taking turns and being considerate to others. This is carried out as snack time and in the school dining hall.