






## The LIFE Colchester Hub Primary Curriculum for



### Physical Development



#### Subject Intent

The Colchester Primary Hub EYFS curriculum for Physical Development provides children opportunities for children to develop both their fine and gross motor skills and to be physically active throughout almost the entirety of their school day. Alongside formal PE sessions, taught twice weekly, in which specific skills sets of skills are taught, our enabling environments allow children to access resources that enable them to practise, apply and embed key physical skills. Fine motor skills are developed through boundlessly creative opportunities such as using paints, chalks and writing materials on both large and small scales and both horizontal and vertical landscapes. Gross motor development opportunities, such as lifting, moving, throwing, catching and aiming are provided through our continuous provision. Access to the outdoors is a key element to gross motor development opportunities and our children therefore have constant free flow to our outdoor classroom.

PSED								
Aspect	Key Knowledge Vocabulary	Skills Progression				Early Learning Goal	National Curriculum	Rationale
		 3 and 4 Year olds	 Children in Reception					
<b>Gross Motor</b>	Know and talk about the different factors that support their overall health and wellbeing	<p>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.</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>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</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: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Demonstrate strength, balance and co-ordination when playing (ELG)</p> <p>Move energetically, such as running, dancing, hopping, skipping and climbing, (ELG)</p> <p>Negotiate space and obstacles safely, showing a consideration for themselves and others (ELG)</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p> <p>To know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay</p>	Being physically active and having an awareness of what it takes to maintain a healthy lifestyle are essential elements to children's physical and mental well-being.

PSED								
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<b>Fine Motor</b>	<p>That there are different tools that can be used for different purposes</p> <p>Scissors, tape. Pen pencil</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</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>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Shows a preference for a dominant hand</p>	<p>Begins to form recognisable letters independently</p> <p>Uses simple tools to effect changes to materials</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</p> <p>Uses a range of small tools, including paintbrushes, scissors and cutlery (ELG)</p> <p>Begin to show accuracy and care when drawing (ELG)</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>In order for children to make progress in subjects such as writing and art they need to develop the dexterity to use tools such as scissors and writing materials.</p>







