



Early Years Foundation Stage
Physical Development: Long Term Curriculum Map



<u>Area of Learning:</u>	<u>Aspects of Learning:</u>
Physical Development	Gross Motor Fine Motor
<u>Intent</u> <i>Provide rich, varied and engaging opportunities for movement and physical exploration so that every child develops strength, coordination, independence and a positive attitude towards an active, healthy lifestyle.</i>	
Curriculum intent for Physical Development: • Move confidently and safely in a range of ways, including running, jumping, balancing and climbing. • Develop strong gross motor skills through active play, outdoor learning and physical challenges. • Refine fine motor skills to support mark-making, drawing, writing and self-care tasks. • Use tools and equipment with increasing control, coordination and care. • Show special awareness and control of their body in different environments. • Build stamina, strength and coordination through regular movement opportunities. • Take appropriate risks and develop confidence in physical challenges.	

Child Development Progression Map

Gross Motor

2-3years

Children will: run and jump with increasing control, kick and throw balls with more accuracy and begin to pedal tricycles.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Walks more steadily with fewer falls. *Climbs on low furniture/soft play independently. *Begins to run small distances (may still fall or stumble). *Squats to play and stands up without help.	*Walks backwards and sideways. *Begins to balance briefly on one foot with help. *Turns corners while running. *Starts to avoid obstacles when moving.	*Climbs stairs with one foot per step (with support). *Jumps off low step with two feet. *Jumps in place (feet may not fully leave ground). *Pulls self-up onto climbing structures.	*Runs with more control and can slow/stop. *Starts to kick a stationary ball. *Begins to catch a large ball with two hands. *Throws ball underhand with aim.	*Climbs ladders and slides with confidence and growing awareness of body strength. *Walks on tip toes or heels briefly. *Starts to pedal a trike or ride-on toy. *Can change speed or direction with intention.	*Runs and stops with control. *Jumps forward with two feet. *Begins to move in and out of group play spaces. *Combines actions (e.g. climb, then jump, run then kick).	*Balances on one foot for about 2 – 3 seconds. *Jumps forward some distance (two feet take-off and landing). *Runs with good coordination, can stop/start without losing balance whilst avoiding obstacles. *Pedals a tricycle. *Jumps off a step with both feet together.

3-4 years

Children will: run, jump and climb confidently, balance on one foot briefly and begin to ride tricycles and navigate playground equipment.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Runs smoothly with improved balance. *Walks upstairs independently, one foot per step. *Begins to walk downstairs with support. *Stands on one foot for a few seconds.	*Jumps forward with both feet. *Begins to hop on one foot (may switch feet). *Starts to jump over small obstacles. *Can land on two feet with some control.	*Throws ball overhead with direction. *Catches large ball with arms and body. *Rolls and bounces balls with increasing aim. - Begins to throw with one hand.	*Climbs confidently onto play structures. *Pedals tricycles or ride-on-toys smoothly. *Begins to balance on a scooter or two-wheeled toy. *Combines climbing and balancing in play.	*Adjusts speed, direction and movement with awareness of others. *Can avoid obstacles when running or biking. *Moves with control during group games. *Begins to coordinate body in time with music or instruction.	*Combines multiple movements fluidly (e.g. run-stop-jump) *Moves through an obstacle course independently. *Shows persistence in physical challenges. *Begins to evaluate and adjust own movements.	*Runs, jumps and climbs well with co-ordination. *Hops on one foot (often several hops in a row). *Walks along a line, sometimes balancing heel to toe. *Runs around obstacles, can change direction and stop/start more smoothly. *Uses playground equipment with more skill: climbing, sliding, balancing.

4 – 5 years

Children will: run, jump and climb with coordination, balance on one foot for several seconds and begin to skip and hop.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
*Maintains balance while standing still or holding a position. *Stands on one foot for 5+ seconds. *Sits upright at a table without slumping. *Moves with improved posture and coordination.	*Runs with control, avoiding obstacles or peers. *Changes direction quickly and safely. *Stops and starts on command. *Explores different speeds and pathways.	*Jumps over obstacles with both feet together. *Hops confidently on one foot several times. *Begins to skip with rhythm (step-hop-pattern). *Combines hopping, jumping, and running in fluid movement.	*Throws with control using both overhand and underhand. *Catches medium-sized ball with hands (not against body). *Kicks a ball with direction and power. *Begins to show cooperative ball play (e.g. partner throwing/catching).	*Climbs confidently on high play structures. *Travels across beams, stepping stones or uneven surfaces. *Shows upper and lower body coordination (e.g. monkey bars). *Demonstrates safe risk-taking during physical play.	*Follows rules in group games (e.g. waiting, taking turns). *Participates in team movement activities. *Sequences movements with increasing control (e.g. jump-spin-run). *Plans and executes own movement ideas.	*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.

Child Development Progression Map: Fine Motor

2 – 3 years

Children will: turn pages one at a time, draw simple shapes, build towers with multiple blocks, and manipulate small objects with increasing precision.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Picks up and holds small objects using thumb and fingers with control. *Holds a crayon with a whole-hand (palmer) grasp with more control. *Puts objects of different sizes in and out of objects.	*Begins to turn knobs and unscrew lids. *Uses hands together (bilateral coordination) to hold and manipulate objects. *Builds various construction designs in different directions. *Scribbles with more purpose (up/down, circular).	*Inserts pegs into boards or shapes into correct holes. *Attempts basic utensil use, e.g. spoon feeding with less mess. *Manipulates simple cause and effect toys (e.g. pop up toys).	*Opens and closes containers with lids. *Pulls apart and connects toys like duplo or pop beads. *Begins to turn single book pages. *Starts to imitate vertical and horizontal lines in drawing.	*Hold crayon or marker using fingers rather than whole hand. *Starts using tools like brushes or forks with some control. *Makes intentional marks- circles, lines. *Shows preference for one hand.	*Starts to manipulate clothing, e.g. pulling off socks. *Turns doorknobs and fits lids on containers. *Begins to string large beads or pasta. *Can feed self with a spoon and drink from an open cup (some spills).	*Turns pages of a book one at a time. *Builds towers of 6 – 9 blocks. *Holds a crayon or pencil with fingers pointing down towards the paper and the palm facing down. The tool is still held with the whole hand, but the fingers now control the movement more than the arm or shoulder. *Imitates simple shapes, such as a circle or vertical line. *Snips paper with child-safe scissors.

3 – 4 years

Children will: draw circles and lines, use scissors more confidently, dress and undress with help, and manipulate small objects with increasing dexterity.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Uses both hands together in co-ordinated ways (holding paper while drawing). *Builds block towers of 8+ blocks. *Begins using one hand more than the other(emerging hand dominance). *Squeezes, presses, and manipulates materials like dough and foam.	*Holds crayons or pencils using a thumb and two-finger (tripod) grasp (may still switch hands). *Draws lines and simple shapes (e.g. circles, crosses). *Begins to use scissors to snip paper. *Can copy some shapes or patterns.	*Cuts along short, straight lines. *Holds and uses cutlery with improved control (fork and spoon together). *Pours from small jug with support. *Screws/unscrews jar lids or nuts and bolts.	*Draws people with 2-4 body parts (head, arms, legs). *Begins to draw some letters or own name (may be large and uneven). *Imitates shapes (cross, square). *Shows interest in writing and copying words.	*Buttons/unbuttons large buttons. *Manipulates zips and simple fasteners. *Turns pages one at a time. *Threads small beads with more precision.	*Completes simple jigsaw (6-10 pieces). *Brushes teeth, washes hands and starts dressing with less help. *Copies name or simple words (may be unrefined). *Uses tools (spoons, glue sticks, pencils, scissors) confidently in activities.	*Draws basic shapes such as circles, squares and crosses, may begin to draw people. *Uses a tripod or modified tripod grasp when holding a crayon or pencil. *Cuts along straight lines with scissors. *Copies letters, especially those in their name. *Builds more complex block structures.

4 – 5 years

Children will: write recognisable letters, use scissors independently, manage buttons and zips and show refined control when manipulating small objects and tools.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
*Holds pencil in mature tripod grasp (thumb and two fingers). *Draws simple shapes and lines with control.	*Copies and writes first name with correct letter order (may still be uneven in size).	*Cuts along curved lines and around shapes with scissors. *Traces simple shapes or letters with accuracy.	*Fastens and unfastens clothing independently (buttons, zips). *Uses cutlery correctly and confidently.	*Threads small beads or needled with accuracy. *Manipulates small objects like coins, pegs and clips confidently.	*Writes name clearly and consistently. *Begins to write short words or CVC patterns.	*Hold a pencil effectively in preparation for fluent writing – using the tripod

*Begins to form some letters with intention (often from own name). *Builds more complex models using construction materials.	*Starts forming some upper and lower case letters. *Holds and controls writing tools for drawing pictures with recognisable features. *Imitates simple words and symbols in pretend writing.	*Draws people with detail (head, body, limbs, facial features). *Demonstrates control colouring within lines.	*Brushes teeth washed hands and combs hair with less support. *Handles glues, pens, and tools without spilling or breaking.	*Folds paper or fabric along lines. *Begins tying knots or laces with support.	*Uses correct hand positioning and pressure when writing. *Independently selects and uses fine motor tools in creative play and learning.	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.
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Key Stage 1

Progression & Expectations

Physical Education

Pupils should be taught to:

- **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**
- **participate in team games, developing simple tactics for attacking and defending**
- **perform dances using simple movement patterns.**