

NPAT Pre-school - 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 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception
Gross Motor Skills				
Knowledge and Skills to be Taught	Exercises to build core strength and shoulder girdle. Sitting on the carpet for a short period of time Balancing and different ways of moving.			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.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Gross motor skills activities within outdoor and indoor provision Learn to control/use pedals on wheeled vehicles. Obstacle course type activities			

<p>Key Vocabulary <i>These are key words and phrases that children need to know and understand</i></p>	<p>Jump, hop, skip, sit, stand, walk, roll, space.</p>	
<p>Ongoing throughout the Year</p>	<p>Large chalk boards and whiteboards for mark making. Free flow access to outdoor space with large climbing frame and large construction activities e.g., wooden blocks Large climbing equipment, tricycles, scooters and scuttle bugs, children’s brooms for brushing up, large and small balls, bats, hoops and ribbons on sticks. Crates, tyres and logs for building and climbing. Allotment space or mud area for gardening and digging if available. Action rhymes e.g., follow the leader, head shoulders knees and toes</p>	
<p>Assessment Checkpoint I.e., what a child on track can do by the end of this term</p>	<p>Run with confidence negotiating space well. Can momentarily balance on one foot. Able to sit on floor/chair for short period of time. Growing confidence with large equipment e.g., blocks, climbing frame or bikes. Uses alternate feet to climb.</p>	



Areas of Learning	Autumn	Spring	Summer	Links to Reception
Fine Motor skills				
Knowledge and Skills to be Taught	<p>How to use tools such as tweezers, paint brushes, chubby markers, hammers etc appropriately</p> <p>Activities such as threading, pin boards, pinching to pick up items.</p> <p>How to use a knife, fork and spoon</p> <p>Safely use one handed tools and equipment</p> <p>Develop hand grip for pencil control.</p> <p>Using a range of mark making equipment</p> <p>Tripod grip (if ready) and making controlled marks – up and down and anti-clockwise circles with a correct starting point.</p>			<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	<p>Cutting and preparing foods</p> <p>Pouring drinks</p> <p>Fine motor activities</p> <p>Woodwork bench with small tools</p> <p>Turning pages of book carefully</p> <p>Threading,</p> <p>Pegs and boards</p> <p>Whiteboard pens and boards</p>			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	<p>Pat, roll, pinch, snip, cut, pour, spread.</p>			

Ongoing throughout the Year	<p>Children have a wide range of malleable resources such as playdough, sand, shaving foam, kinetic sand, soap flakes, jelly.</p> <p>Clipboards with paper and pens, whiteboards and pens, scissors, pencils, crayons, chalk, threading, tweezers, weaving materials.</p> <p>Mark making area.</p> <p>Water play to encourage pouring.</p> <p>Playdough (always standing up and not sitting down)</p> <p>Variety of mark making using different body position e.g., standing up, sitting, under the table</p> <p>Scissors and cutting activities</p>	
Assessment checkpoint I.e., what a child on track should be able to do by the end of this term	<p>Gain control when mark making</p> <p>Begin to use a pinched pencil grip.</p> <p>Begin to control scissors to cut in a straight line.</p>	