

EYFS Curriculum links
Physical Development

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Physical Development		
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	Some babies need constant physical contact, attention and physical intimacy. Respond warmly and patiently to them. Provide adequate, clean floor space for babies to experience tummy-time and back time. Offer this frequently throughout the day so that they can develop their gross motor skills (kicking, waving, rolling and reaching).	• Opportunities for 'Tummy Time' play e.g. drawing, cars on a track, near to ground work in PE • Rolling down the hill on the field • Yoga – for core strength • Multi- skills • Ball play • Access to outdoor space
Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking.	Encourage babies to sit on you, climb over you, and rock, bounce or sway with you. Notice, cherish and applaud the physical achievements of babies and toddlers. Give babies time to move freely during care routines, like nappy-changing. Encourage independence.	• Range of opportunities for children to move freely in a large space. • Access to the outdoor area • Movement on the field • Climbing apparatus in hall • Trim trail on playground
Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them	Use everyday, open-ended materials to support overall co-ordination. Provide a range of surfaces and materials for babies to explore, stimulating touch and all the senses	• Sponges to squeeze in water play • Playdough and other malleable play • Sensory baskets to explore a range of surfaces and materials • Painting with different textures e.g. sand in the paint
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.	Provide a wide range of opportunities for children to move throughout the day Join in with children's movement play when invited and if it is appropriate. Then you can show different ways of moving and engaging with the resources.	• Access to outdoor play • Risky and rough and tumble play (where appropriate) • Use of apparatus • Bikes and Trikes • Just Dance • Active Minutes • Yoga

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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	Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe. If you lift them onto the apparatus and hold them so they balance, they will not develop a sense of what they can do safely.	• Rolling down hills • Crawling through tunnels • Making and entering dens • Splashing in puddles • Running up and down a sloped surface • Using the trim trail • Constructing with large, moveable construction materials • Jumping and landing safely • Ball skills • Multi skills
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.	• Bikes and trikes • Movement in a variety of ways • Follow the leader • Simon says • Just dance • Yoga • Climbing apparatus
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.	Provide materials and equipment that support physical development – both large and small motor skills. Encourage children to use materials flexibly and combine them in different ways. Check that children’s clothing and footwear are not too tight or too large.	• Large scale loose parts play in outdoor area • Large scale construction materials • Bikes and Trikes • Trim Trail • Climbing equipment • Jumping on the tyre park
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.	Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: “It’s a bit	• Activities to teach independence in dressing and undressing e.g. dressing up clothes in role play, dolls and teddies to dress and undress

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Start eating independently and learning how to use a knife and fork.	cold and wet today – what do we need to wear to keep warm and dry?” At meal and snack times, encourage children to try a range of foods as they become more independent eaters. Encourage children to help with carrying, pouring drinks, cleaning and sorting. Encourage young children’s personal decision-making by offering real choices – water or milk, for example. They can comment on how to eat healthily, listen to children’s responses and develop conversations about this. Encourage good eating habits and behaviours, such as not snatching, sharing and waiting for a second helping.	• Teachers actively encouraging independence when children put on their coats • Planned knife and fork practise • Chopping and snipping activities • Modelled snack time leading to independent selection of snack – peeling and pouring • Fine motor activities e.g. using tweezers, snipping, threading
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.	Encourage children to transfer physical skills learnt in one context to another one. Encourage children to paint, chalk or make marks with water on large vertical surfaces. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along	• Hammers and pegs or golf tees • Large scale painting • Gymnastic ribbons – encourage anti clockwise motion • Painting with water • Car wash (bikes and trikes) • Chalking on the floor or walls to encourage large shoulder and arm movements • Activities to promote crossing the mid line of the body • Dancing with scarves • Musical statues • Bikes and trikes
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	Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside.	• Use of correct vocabulary to describe movement • Follow the leader game • Mirror game

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	Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.	• Complete a sequence of movements • Just dance • Explicit PE/gymnastic/dance sessions with coach
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.	Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.	• Apparatus for children to use independently • Visit to a local park • Use of the trim trail
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.	Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow	• Staff allowing children to select their own resources and find out if they are the right resource for the task (only stepping in if the choice is not safe for the child) • Digging pit play • Mud kitchen play • Sand pit play • Large and heavy construction resources to encourage team work
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.	You can begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers.	• Snipping activities with differentiated scissors • Writing opportunities throughout the provision, both inside and outside • Model writing for a purpose e.g. shopping list in role play • Tweezer play • Threading • Using popper toys • Popping bubble wrap • Chalking • Pegs and boards

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	Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.	• Elastic band boards • Differentiated pencils, crayons and paint brushes in provision
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.	• Children independently putting coats on • Toys that need dressing • Dress up clothes in the role play area
Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionality, and encourage children to use it.	• Carrying objects up and down slopes or on different surfaces • Balancing on Trim Trail or PE apparatus • Sensory walk – walking on different surfaces • Staff using correct vocabulary to describe movement and direction • Prams to push • Bikes and trikes • Skipping ropes • Space hoppers • Large scale construction • Large scale loose parts play • Access to space outdoors for freedom of movement • Yoga • Dance • Golden mile
Progress towards a more fluent style of moving, with developing control and grace.	Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing	• Golden Mile • Mindfulness and relaxation techniques • Still time – time to relax and still the body and the mind

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	higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet.	• Look up at the sky and makes pictures from the clouds • Dancing with ribbons and scarves • Lying down in a den to listen to a story or sing • Opportunities to move freely to music
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 and sport	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.	• Golden Mile • Active minutes • Yoga • Just dance • Bikes and Trikes • Balance bikes
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.	Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently. Help children to develop the core strength and stability they need to support their small motor skills.. Offer children activities to develop and further refine their small motor skills. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most	• Tummy time • Crawling on all fours (knees and feet) • Climbing on climbing equipment • Using the monkey bars • Threading • Sewing • Pouring • Stirring • Dancing with scarves • Dressing and undressing dolls and themselves • Using spray bottles • Digging and planting • Playing with small world toys • Mark making in a wide range of ways • Junk modelling

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	dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic	• Malleable play • Messy play • Junk modelling • Using a knife and fork independently • Chopping, snipping and cutting • Drawing • Writing with correct pincer grip
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees	• Model correct sitting posture • Yoga for core strength • Grounding mindfulness activities to promote awareness of the body
Combine different movements with ease and fluency	Create obstacle courses that demand a range of movements to complete. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements	• Obstacle courses • Crawling through tunnels • Jumping into hoops • Running • Running games e.g. Duck, duck, goose. • Follow the leader games • Sequencing movement with a clear beginning and end
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Encourage children to use a range of equipment.	• Bikes and trikes • Pushing wheelbarrows • Den making • Large scale construction

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		• Carrying or rolling tyres • Monkey bars • Trim trail • PE apparatus
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.	• Throwing and catching • Striking games • Target games • Passing balls to partners • Basketball hoops • Ball skills • Multi skills • Pass the balloon • Pass the beach ball
Develop the foundations of a handwriting style which is fast, accurate and efficient.	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.	• Drawing provision with differentiated drawing materials • Large and small scale drawing • Letter formation activities • Writing opportunities in provision • Structures writing opportunities • Staff modelling writing regularly
Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	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. Celebrate, praise and reward children as they develop patience, turn-taking	• Explicit time to work on lines and travelling through school • Visual cues used at line up time and transition through school e.g. hands on hips

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	and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others	• Verbal praise given regularly
EYFS 2021 Early Learning Goal (Statutory) ELG: Gross Motor Skills Children at the expected level of development will: - 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. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod 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.		• All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Physical Development