

Physical Development
EYFS- Autumn term



P.E units:
Fundamental Movement Skills
Dance

Links to other subject units this term	
The development of children's gross and fine motor skills links to all other areas of learning through the variety of activities and experiences we offer.	
Prior Learning	
Children enter EYFS usually in line with age related expectations unless they have been identified with specific physical difficulties. Fine motor skills tend to be poorer, particularly when handling tools such as pencils, scissors and paint brushes.	
Key vocabulary for this unit	
Walk, hop, skip, jump, side step, crawl, roll, climb, balance, tiptoe, space, stop, go, dance, speed, fast, slow, sluggish, quick, rapid, mood, happy, sad, miserable, cross, cheerful, jolly, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, ballet, bhangra, perform, performers, performance, practise, audience, watch Dough, muscles, strong, thread, pipette, cut, snip, scrunch, roll, pinch, press, tweeze, twist, mould, squash, pat, hold	
Learning Sequence	
Gross Motor	<ul style="list-style-type: none"> • Change for PE with increasing independence (asking for help with buttons) • Revise and refine the fundamental movement skills: - rolling - crawling - walking - jumping - running - hopping - skipping –climbing – balancing- tiptoeing • Progress towards a more fluent style of moving, with developing control • Combine different movements with ease and fluency. • Demonstrate special awareness. Find a space, move safely around the classroom, outdoors and in the hall. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	<ul style="list-style-type: none"> • Change the speed of dance moves. • Change the style of dance moves. • Build a repertoire of dances. • Share ideas about a dance performance. • Think about how to make a dance even better. • Confidently join a wide range of different movements. • Adapt and change my dance to suit a different style. • Create a small dance which shows my own ideas and thoughts
Fine Motor	<ul style="list-style-type: none"> • Develop hand muscle strength through 'Dough Disco' and a range of FMS activities. • Increase shoulder and arm strength needed for writing the 'Squiggle me into a Writer'. • Show preference for a dominant hand. • Develop and practise an effective grip when handling pencils, pens, paint brushes etc. • Draw a person with increasing detail. • Write the letters in their name with correct formation. • Hold scissors correctly and develop accuracy when cutting. • Eat at lunch time with a knife and fork (adult modelling for cutting food) • Handle a range of tools and objects when playing and learning.
Assessment milestones	
<p>I can move confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>I am beginning to run with more fluency, avoiding obstacles.</p> <p>I can independently use climbing equipment.</p> <p>I can talk about how to keep my body healthy.</p> <p>I can manage the school day successfully e.g. lining up.</p>	<p>I can use a knife and fork to eat with increased control and independence.</p> <p>I can form all the letters of my name correctly.</p> <p>I can form recognisable letters for the full alphabet.</p> <p>I can use an effective pencil grip.</p> <p>I can use scissors to cut out a simple shape independently.</p> <p>I can draw simple pictures which can be recognised by myself and others.</p>