



**Tudor Grange
Academies Trust**



**EYFS Curriculum Map:
Physical Development**



Early Years Foundation Stage

Physical Development Educational Programme	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 early 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ES & PS	Gross Motor					
Fundamental movements	The five fundamental movement skills (run, jump, hop, catch and throw) are taught and practised in each PE unit throughout the year. Please refer to Foundation Stage Lancashire 5 FMS for under 5's. These skills are taught during weekly PE lesson and daily in the outdoor area.					
Gross Motor	Fundamental movements	Large apparatus	Gymnastics	Dance	Small apparatus	Games
Knowledge	Walking and running: know that we use bigger steps to run and smaller steps to walk. Jumping: know to bend my needs when jumping.	Climbing: begin to climb on different levels and surfaces. Spatial awareness: fit themselves into spaces and move through tunnels.	Balance: know that holding my arms out and taking slow steps helps me to balance. Spin: know how to spin safely with arms straight and out to the side.	Actions: move in response to music, or rhythms played on instruments such as drums or shakers. Clap and stamp to music.	Throwing: know how to look at a target when throwing an object. Catching: know to have arms to ready to catch. Kicking: kick a stationary ball with either foot.	Walking and running: know that we use bigger steps to run and smaller steps to walk. Jumping: know to bend my needs when jumping.



Physical Development EYFS Curriculum Map

	Hopping: know that hopping means jumping on one leg. Space: Explore space and move around it safely.		Roll: know how to do a log roll and egg roll in both directions. Jumps: know how to jump forwards and down safely.	Space: know to check I have space before moving.	Rolling know to push the ball hard to make it go further.	Throwing: know how to look at a target when throwing an object. Rules: know that rules help us to stay safe.
Skills	Walking and running: walk a considerable distance with purpose, stopping, starting and changing direction. Run safely with arms high, flat footed and short stride. Jumping: jump up into the air with both feet leaving the floor but with difficulty in using legs and feet at take-off. Hopping: hop with the non-support foot in front with thigh parallel to floor, body straight. Space: learn to explore space and move around it safely.	Climbing: begin to climb on different levels and surfaces. Spatial awareness: fit themselves into spaces. Move through tunnels. Body control: sit up from lying down. Stand up from sitting. Squat with steadiness to rest or play with object on the ground. Rise to feet without using hands.	Balance: walk along a beam or straight line, holding out arms and taking small steps. Spin: spin safely with control. Roll: roll in different directions. Jumps: jumps forward along a mat and off a low step.	Actions: move in response to music, or rhythms played on instruments such as drums or shakers. Clap and stamp to music. Space: know to check I have space before moving.	Throwing: explores a range of equipment, beans bags, balls, scarves, hoops etc. Throw from the elbow, follow through is forwards and downwards, stationary trunk and feet. Catching: Catch with feet stationary, delayed arm action, arms straight out in front. Start to catch a large ball by using two hands and their chest to trap it. Kicking: kick a stationary ball with either foot. Rolling: begin to roll a ball with increasing force and accuracy.	Running: run safely with arms high, flat footed and short stride. Jumping: jumps forward bending knees. Throwing: throw with increasing force and accuracy. Rules: follow the rules.



Key knowledge and skills taught and practised throughout the provision and threaded throughout the curriculum.						
Gross Motor	Sit comfortably on a chair with both feet on the ground. Begin to understand and choose different ways of moving. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Climb up and down stairs by placing both feet on each step while holding a handrail for support. Walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. Start to use the stairs independently. Independently use ropes and swings. Engage in 3 hours per day in a variety of physical activities (PE, outdoor play, lunchtime, daily miles, movement breaks, wake-up shake-ups etc) including 1 hour of moderate-to-vigorous physical activity (running, riding a bike, PE).					
ES & PS	Fine Motor					
Fine Motor Knowledge and Skills	Pencil and tool control Develop the pincer grasp. Hold a pencil in a palmar grip. Explore a range of tools. Scissor skills Know how to open and close scissors with one hand (not ready for paper). Self-feeding skills Feed themselves with a spoon. Hold a small open a cup with two hands and drink from it.	Pencil and tool control Begin to hold a pencil in a digital pronate grip. Use both hands to hold tools. Develop hand strength using tools. Self-feeding skills Make snips on paper with no forward movement. Self-feeding skills Feed themselves with a fork by scooping food. Hold a small open cup with one hand and drink from it. Pour liquid from a small container with a lid. Serve themselves food using a big spoon.	Pencil and tool control Hold a pencil in a digital pronate grip. Show increasing control in holding, using and manipulating a range of tools and objects. May begin to show preference for dominant hand and/or leg/foot. Scissor skills Begin to move the scissors forwards to cut. Self-feeding skills Feed themselves with a fork and spoon. Hold a small open cup with one hand and drink from it without spilling.			



Physical Development EYFS Curriculum Map

	Serve themselves food using a big spoon with support. Recording skills Imitates (after watching it formed) a vertical and horizontal line.	Recording skills Imitates (after watching it formed) a circle shape.	Pour liquid from a small container with a lid without spilling. Serve themselves food using a big spoon without spilling. Recording skills Copy (from being shown a model) pre-writing lines (vertical, horizontal, and circle shapes).
Health and Wellbeing Knowledge and Skills	Dressing Take off unfastened coat. Take off shoes (if laces untied). Take off apron with support. Independence Help to pull down trousers. Communicate when they need the toilet and begin toilet training if not already toilet trained. Know where their belongings are kept and locates them with support. Hang coat on peg with support. Health and Hygiene Know that we wash and dry our hands after using the toilet and before eating. Imitates covering coughs and sneezes when shown and prompted. Know when their nose needs wiping. Know where to look in the mirror and how to wipe their nose. Know to put the tissue in the bin and clean their hands. Name some healthy food and drinks. Clean their teeth twice a day and visits the dentist.	Dressing Unzip a coat and take it off. Pushes arms through a top/apron once placed over head. Undresses with support. Put on shoes with support. Hang coat on peg independently. Independence Pull up garments with support. Communicate when they need the toilet and use the toilet correctly with support. Places and collects belongings with support. Health and Hygiene Know that we wash and dry our hands after touching unclean things (including our noses). Know how to wash and dry their hands. Know how to cover coughs and sneezes. Look in the mirror and wipe nose with support. Put the tissue in the bin with support. Know the typical 'three meals a day' and understands what is coming next. Knows that milk is good for your teeth and bones. Know that it is important to clean their teeth.	Dressing Take off and put on own coat with support. Take off and put on jumper/apron with support. Unbutton a large button. Undresses independently. Put on clothes or dressing up clothes with support with orientation. Independence Pull down pants to use toilet. Communicate when they need the toilet and use the toilet correctly most of the time. Know where their belongings are kept and locates them independently. Hang coat on peg. Health and Hygiene Wash and dry their hands with support. Cover coughs and sneezes. Look in the mirror and wipe nose. Know how to blow their nose. Know how to dispose of a tissue and wash their hands with support. Know the typical 'three meals a day' and understands what is coming next.

	Safety and Managing Risks Know that 'safe' means good and 'unsafe' is not good. Follow adults' instructions to stay safe.	Safety and Managing Risks Know common classroom dangers – tripping (untucked chairs, toys), slipping on wet/sandy floors, trapping fingers in doors, climbing on furniture etc.	Eats healthy foods and drink. Talk about why it is important to clean their teeth. Safety and Managing Risks Reduce common classroom dangers when acting as a safety ranger- tucking in chairs, picking toys up off the floor, spotting water/sand on the floor and notifying an adult, explaining o classmates about dangers etc.
Key knowledge and skills taught and practised throughout the provision and threaded throughout the curriculum.			
Fine Motor	Develop likes and dislikes and try a wider range of foods with different tastes and textures. Build independently with a range of appropriate resources. Turn pages in a book, sometimes several at once. Manipulate malleable materials. Manage their own needs with support: hygiene (hand washing, nose blowing, coughing, tooth brushing), toileting training, dressing and undressing (putting on coats, putting on shoes and wellies), mealtimes (feeding self-using cutlery, pouring drinks), organisation (put coat on peg).		
What physical development looks like in ES & PS	Gross Motor Skills - Walking steadily, crawling, climbing and balancing along gym equipment during our weekly PE lessons. - Throwing small equipment into hoops in the outdoor area. - Developing core strength, stability, and spatial awareness during an obstacle course outside. - Pedalling a bike to move it around a chalked road. Fine Motor Skills - Manipulating play dough during Dough Disco or independently on the play dough table. - Building towers with wooden blocks. - Becoming increasingly independent at mealtime; serving myself and feeding myself. - Painting, sticking, cutting and mark making in the craft area.		
Enriching Experiences	Daily 'Wake up and Shake Up' sessions Wiggle Me into Squiggler programme- Pre-school External sports coach Sports Day Forest School		

Vocabulary	Gross Motor: running, kicking, climbing, jumping, walking, up, down, pedalling, balancing, throwing Fine Motor: scribbling, stacking, turning, using, rolling, snip, thread, build, pinch



Physical Development EYFS Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Gross Motor					
Get Set 4 PE	Introduction to PE	Fundamentals	Gymnastics	Dance	Ball Skills	Games
Knowledge	Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.	Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.



Physical Development EYFS Curriculum Map

Skills	Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.	Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take-off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.	Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.	Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.
What gross motor development looks like in Nursery and Reception	- Engaging in 3 hours per day in a variety of physical activities (PE, outdoor play, lunchtime, daily miles, movement breaks, wake-up shake-ups etc) including 1 hour of moderate-to-vigorous physical activity (running, riding a bike, PE). - Engaging in weekly PE lessons and then practising these skills in the outdoor area. - Playing outside, making dens, climbing in and out of different size spaces, climbing trees and playing hide and seek. - Moving like different animals: slithering snake, crawling cat, moving like a lizard etc. - Using large-muscle movements to wave flags and streamers, paint and make marks. - Walking up and down steps and stairs, or climbing up apparatus, using alternate feet. - Collaborating with others to manage large items. - Continuing to develop their movement, balancing and riding outdoors. - Being active and developing their gross motor skills by large scale construction, running, climbing, gardening, PE equipment, balancing.					
Enriching Experiences	Daily 'Wake up and Shake Up' sessions. Squiggle Whilst you Wiggle programme- Nursery Dough Disco sessions External sports coach- Gymnastics, Dance, Leap Frog Sports					



Physical Development EYFS Curriculum Map

	Sport's Day					
Vocabulary	balance, forwards, path, safely, sideways, stop, direction, partner, rules, score, space, team	balance, direction, jump, run, slow, bend, fast, land, safety, space, travel, crawl, hop, rules, slide, stop	around, copy, land, roll, star, through, balance, hold, over, shape, still, bend, jump, rock, squeeze, straight, travel	action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position	ball, catch, hit, partner, ready, run, target, bounce, dribbling, kick, points, roll, score, throw	aim, direction, kick, partner, points, safely, stop, win, bounce, dribble, land, pass, rules, score, team, catch, jump, lose, path, run, space, throw
Fundamental Movement Skills Assessment		Skills and Knowledge Check: Run	Skills and Knowledge Check: Balance	Skills and Knowledge Check: Jump	Skills and Knowledge Check: Catch	Skills and Knowledge Check: Throw



Physical Development EYFS Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fine Motor					
Fine Motor Knowledge and Skills	Pencil and tool control Strengthen the pincer grasp. Hold a pencil in a digital pronate grip. Know how to grip tools to make marks. Scissor skills Know how to hold scissors correctly- thumb up. Begin to move the scissors across a 10cm piece of paper. Know how to handle scissors safely. Self-feeding skills Feed themselves with a fork and spoon. Hold a small open cup with one hand and drink from it without spilling. Pour liquid from a small container with a lid without spilling. Serve themselves food using a big spoon without spilling. Recording skills Copy (from being shown a model) pre-writing lines (vertical, horizontal, and circle shapes). Form some letters in my name.	Pencil and tool control Swap and test hands. Use one-handed tools and equipment with increasing control. Handle tools, objects, construction, and malleable materials safely. Scissor skills Cut a 10cm piece of paper in approximate halves. No line is placed on the paper. Self-feeding skills Prod with a fork and saw to cut with a knife. Pour liquid from a small container (without a lid). Serve themselves food using large utensils. Recording skills Imitates (after watching it formed) a cross shape. Draw a cross. Form most letters of my name.	Pencil and tool control Hold the pencil in a static tripod and/or quadropod grip. Know which hand feels most comfortable and has the most control. Scissor skills Cut along a 10cm straight line. Self-feeding skills Hold utensils with fingertips rather than fist. Feed themselves with a fork and knife with support. Pour liquid from a small container (without a lid) without spilling. Serve themselves food using large utensils without spilling. Recording skills Copies a cross shape. Imitate (after watching it formed) a square shape. Form the letters for my first name correctly.			
	Health and Wellbeing	Dressing Take off and put on own coat independently. Take off and put on jumper/apron with support. Undresses independently.	Dressing Zip and unzip a coat if the shank is already connected. Take off jumper independently. Find the front side of clothing and dresses themselves with supervision.	Dressing Unzip a jacket and separate the shank. Put on jumper/apron independently. Place socks on with appropriate orientation. Unbuckle a belt.		



Physical Development EYFS Curriculum Map

Knowledge and Skills	Put on clothes or dressing up clothes with support with orientation. Independence Pull down pants to use toilet. Communicate when they need the toilet and use the toilet correctly most of the time. Know where their belongings are kept and locates them with support. Health and Hygiene Wash and dry their hands with support. Cover coughs and sneezes. Knows how to blow their nose. Know how to dispose of a tissue and wash their hands with support. Know the typical 'three meals a day' and understands what is coming next. Talk about why it is important to clean their teeth. Safety and Managing Risks Understand the difference between 'safe' and 'unsafe'. Reduce common classroom dangers when acting as a safety ranger- tucking in chairs, picking toys up off the floor, spotting water/sand on the floor and notifying an adult, explaining o classmates about dangers etc.	Put on socks with a little help for the correct orientation of the heel. Put on shoes, although the right and left orientation may be incorrect. Independence Pull up garments independently. Places and collects belongings independently. Health and Hygiene Wash and dry their hands with minimal support. Understand why it is important to cover coughs and sneezes. Blows nose and washed hands with support. Attempt to brush teeth. Know the difference between healthy and unhealthy foods and drinks. Practise cleaning their own teeth. Safety and Managing Risks Understand common dangers - hot objects, stairs, glass etc	Button/unbutton large, easy to access buttons. Independence Use the toilet appropriate including flushing. Keeps track of their belongings. Health and Hygiene Wash and dry their hands independently. Washes hands after covering coughs and sneezes. Blows own nose and washed hands. Brush their own teeth with little support. Wipes mouth and hands after meals. Begin to make healthy choices in their eating. Know which food and drink choices will benefit their teeth. Safety and Managing Risks Have an established sense of danger based on real life experiences.
What fine motor development looks like in	• Practicing using a knife and fork using playdough. • Practicing scooping sand or dried beans with a spoon. • Using their finger and thumb (pincer grasp) to pick up small items with tweezers. • Making a model using playdough, by pinching, pressing, squeezing and moulding.		



Physical Development EYFS Curriculum Map

Nursery	• Experimenting with a wide range of developmentally appropriate mark making resources across all areas of provision. • Sharing with adults what their early marks mean. • Developing their fine motor skills through activities such as dough, construction, threading, sewing and using tools such as scissors etc. • Painting outdoors with water or chalking. • Making marks in mud and sand outdoors. • Making marks with their fingers in trays of goop, rice etc. • Engaging in activities which involve crossing their midline. • Making healthy choices about food, drink, physical activity, and tooth brushing. • Knowing and talking about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. • Managing their own needs with support: hygiene (hand washing, nose blowing, coughing, toothbrushing), toileting, dressing and undressing (putting on coats, doing up zips and buttons, putting on shoes, gloves), mealtimes (cutting using a knife and fork, pouring drinks), organisation (keeping track of belongings).		
Enriching Experiences	Daily Safety Rangers	Dentist visit	Balance Bike sessions Sport's Day
Vocabulary	Fine motor: snip, cut, blade, hold, squeeze, open, close, fingers, thumb, open, close, pinch, twist, screw, press Health and well-being: on, off, up, down, zip, button, shoes, dress, undress, wash, dry, healthy, unhealthy, teeth, gums, toothbrush, toothpaste, safe, unsafe		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fine Motor					
Fine Motor Knowledge and Skills	Pencil and tool control Know which is their dominant hand. Know they need to hold the paper with their non-dominant hand. Handle tools, objects, construction, and malleable materials safely and with increasing control and intention. Scissor skills Consistently hold and handle scissors correctly and safely. Follow and cut along straight line. Self-feeding skills Spread using a knife. Use a fork to hold food still while cutting it with a knife. Cut a variety of foods using a knife and fork correctly with some support. Hold and drink from an open cup using one hand. Pour liquid from a larger container (with a lid) without spilling. Serve themselves food using large utensils without spilling. Recording skills Imitate (after watching it formed) a square shape and right and left diagonal lines.		Pencil and tool control Know how to turn the paper. Hold a pencil with a static or dynamic tripod grasp. Uses good control to correctly hold and paint carefully. Develop their small motor skills so that they can use a range of tools. Scissor skills Follow and cut along straight line, curved line, a circle, square shape. Self-feeding skills Use standard cutlery with reminders of where to place fingers to cut food and feed self. Pour liquid from a larger container (without a lid) without spilling. Recording skills Imitates (after watching it formed) X shape. Copies (from being shown a model) X shape. Begin to form capital letters accurately, starting and finishing in the correct place and following the correct orientation. Colour in a simple picture staying mainly within the lines.		Pencil and tool control Hold writing tools effectively using a tripod grip. Uses very good control to correctly hold and paint carefully in the lines. Handle tools, objects, construction, and malleable materials competently, safely, and confidently. Scissor skills Use other hand to support the cutting. Cut more complex shapes, such as figures. Self-feeding skills Use a knife and folk independently. Recording skills Copies (from being shown a model) triangle shape. Imitates (after watching it formed) a triangle shape. Form lower case and some capital letters accurately. Colour in a simple picture staying within the lines.	



Physical Development EYFS Curriculum Map

	Copies (from being shown a model) a square shape and right and left diagonal lines. Form lower case letters accurately, starting and finishing in the correct place and following the correct orientation. Form the letters for my full name correctly.		
Health and Wellbeing Knowledge and Skills	Dressing Put on coat independently. Insert the shank together to zip up a jacket. Put shoes on correctly. Put on gloves with some support. Independence Use the toilet confidently and independently. Organise and keep track of their belongings with adult support. Health and Hygiene Know how to wash hands effectively. Know hygienic procedures for coughing and sneezing. Know hygienic procedures for nose blowing. Know hygienic procedures for wiping mouth and hands after meals. Safety and Managing Risks Understand why there are rules and expectations and how they keep us safe. Negotiate suitable equipment to enable independence and to explore and discover.	Dressing Place socks on with appropriate orientation. Put on gloves independently. Choose weather appropriate clothing. Independence Start to make up their own physical games. Organise and keep track of their belongings with adult reminders. Health and Hygiene Wash hands independently. Follow hygienic procedures for coughing and sneezing independently. Follow hygienic procedures for blowing their nose independently. Follow hygienic procedures for wiping mouth and hands after meals. Brush their own teeth independently and can communicate why it is important to brush their teeth. Know where some of the food they eat come from. Safety and Managing Risks Assess basic risks before undertaking an activity or action. Know basic ways to minimise the risk of harm (crash mats, holding an adult's hand etc.)	Dressing Dress and undress independently but may still need help with small buttons and laces. Attach clasps on trousers. Independence Collaborate with others to devise team games and manage resources. Organise and keep track of their belongings independently. Health and Hygiene Consistently make healthy choices in their eating and try new food or drinks. Safety and Managing Risks Take part in solo and group games with an appropriate level of risk. Challenge themselves in their play to extend their skills through risks.



Physical Development EYFS Curriculum Map

What fine motor development looks like in Reception	• Lifting, pulling, pushing and carrying things that cause resistance such as loose parts. • Throwing and catching with bats and balls, throwing bean bags in the bucket, playing playground games • Writing and mark making lists, instructions, notes, invitations as part of their play in areas of continuous provision. • Writing cards and notes for family members and friends. • Writing recipes in the mud kitchen. • Adding labels to models and creations. • Choosing to write as a way of communicating their thoughts and ideas and also when reflecting on past events. • Excitedly writing as a response to a provocation or event. • Showing interest when adults around them are writing. • Taking part in shared writing with an adult. • Making their own books individually or collaboratively. • Writing their own versions of well-known stories. • Writing as part of daily phonic sessions.					
Enriching Experiences	Daily Safety Rangers		Dentist visit		Cookery club/sessions	
Vocabulary	Fine motor: snip, cut, blade, hold, squeeze, open, close, fingers, thumb, dominant, non-dominant, straight, curved, start, stop, turn, up, down, push, press, pinch, tripod grasp, control, draw Health and wellbeing: independent, laces, zips, straps, buttons, fasten, unfasten, healthy, unhealthy, sugar, salt, fat, hygiene, clean, germs, bacteria, risks, obstacles, rules, expectations, challenge					
Assessment	• practitioner's knowledge of the child • child's view of his or her own learning • information from a range of contributors (teaching assistants, parents/carers and other significant adults) • any material or representations from the child • assessment scores and/or information • a collection of anecdotal and significant moments observations.					
Common Assessment Tasks	Baseline	CA1		CA2		CA3

Physical Development Early Learning Goals	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.
---	--	---



Physical Development EYFS Curriculum Map

Age	10 months	1-2 yrs	2-3 yrs	3-4 yrs	5-6 yrs
Grip	Pincer	Palmar	Digital pronate	Static tripod and/or Quadropod	Dynamic tripod
Description	The tips of the index finger and thumb are used to hold an object.	A fist-like grasp with the thumb wrapped at the top of the writing utensil. The elbow, wrist and fingers stay in a fixed position; movement comes from the shoulder.	All fingers are holding the pencil and palm is facing downwards. The elbow and wrist stay in a fixed position; movement comes from the arm.	Pencil is held with the first three or four fingers. Movement comes from the wrist, fingers are static.	The pencil is held between the thumb, index finger and middle finger. The ring and little finger curl gently. The hand rests on the table; movement comes from the fingertips.
Example					

Sources

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Gross motor

Foundation Stage Lancashire 5 FMS for under 5's.

Wiggle Me into a Squiggler and Squiggle Whilst You Wiggle

Dough Disco

Curriculum map to be used in conjunction with Get Set 4 PE subscription.

Knowledge and skills statements- Get Set 4 PE progression ladders.

Assessment checks- Get Set 4 PE Skills and Knowledge checks.

Foundation Stage Lancashire 5 FMS for under 5s

Fine motor

NHS Foundation Trust: University Hospitals Birmingham- Solihull Children's Occupational Therapy Service: Dressing skills

NHS Foundation Trust: Five Steps to Function Dressing Skills Activities of Daily Living (ADL's)

NHS: Development of Cutlery Skills

NHS: Development of Scissor Skills