**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School having experienced a diverse range of physical activities and challenges. This area of learning offers opportunities for pupils to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.

**Implementation:**

Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated outdoor classroom, but also regularly use the school adventure playground equipment, tyre area and indoor gym equipment. We have one PE session per week which focuses on ball skills and games. Our other PE session is a Wake Up, Shake Up session which develops co-ordination and body control. Pupils are comfortable and confident when using mark marking and writing instruments, demonstrating the optimum pencil grip (three friends hold), and show that they can use cutlery effectively during meals. Our children develop fine motor skills for handwriting through daily Kinetic Letters sessions as well as through play such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions. At each check point, the children draw a portrait or family portrait.

Below shows the progression of skills that build towards the Physical Development Early Learning Goals.

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|  | **Gross Motor Skills** | | | | | | | | | |
| **General (also see other skill areas)** | | **Riding a Bike** | | **Balancing** | **Ball Skills** | | **Jumping** | | **Climbing** |
| **Baseline**  - Uses large-muscle movements to wave flags and streamers, paint and make marks.  **On Track Check Point 1**  - Progresses towards a more fluent style of moving, with developing control and grace.  - Moves around obstacles  -------------------------------  **On Track Check Point 2**  - Can gage where a moving obstacle may be and move themselves appropriately before reaching it  --------------------------------  **ELG:**  **Negotiate space and obstacles safely, with consideration for themselves and others** | | **Baseline**  - Can ‘walk’ a balance bike  **On Track Check** **Point 1**  - Starting a ride  -Stops a bike effectively using an emergency stop  - Safety (helmets)  - Riding in a straight line, cornering, U-turns  - Riding in a single file  **On Track Check Point 2**  - Group riding  - Climbing and descending  - one handed riding  - riding out of the saddle  **ELG:**  **Negotiate space and obstacles safely, with consideration for themselves and others** | | **Baseline**  - Goes up steps and stairs, or climb up apparatus, using alternate feet.  - Stands on one foot for 2 seconds  - Walks along a chalk line  **On Track Check Point 1**  - Walks along a low, wide balance beam independently  **On Track Check Point 2**  - Holds a controlled static balance on one leg | **Baseline**  - Begins to throw ball overhand  - Throws ball underhand  - Catches a ball by chasing- does not necessarily respond to aerial ball  - Uses foot to tap static ball a small distance  - Walks towards and kick a ball  **On Track Check Point 1**  - Throws ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition.  - Bounces and catch a large ball using 2 hands  - Kick/throw ball towards a target  **On Track Check Point 2**  - Can usually hit a target from 12ft away using an overhand toss  - Throws with accuracy  - Bounces a tennis ball on the floor and catch with two hands  - Coordinates body to meet and kick a ball that is rolled to them from a distance | | **Baseline**  - Jumps off a low object with both feet off the ground  -Jumps forward, taking off and landing on 2 feet  **On Track Check Point 1**  - Jumps forward, taking off and landing on 2 feet, showing increasing control  - Hops on one foot 3 to 5 times  **On Track Check Point 2**  **-** Skips rhythmically  - Jumps and turn in the air  - Hops up to 10 times on alternate feet | | **Baseline**  - climbs up apparatus, using two feet  - Climbs above their own head height  **On Track Check Point 1**  - Climbs upstairs using alternative feet  - Climbs up apparatus using two feet  **On Track Check Point 2**  - Performs different movements on a climbing frame, such as swinging-Confidently moves across the woodchip obstacle course |
| **ELG:**  **Demonstrate strength, balance and co-ordination** | | | **ELG:**  **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing** | | |
| **Provisions** | Large scale mark making, bikes, outdoor skills- climbing, running etc. Adventure playground | | | | Adventure playground, large scale building/ PE equipment=- make courses and use/ move etc., different balls, beanbags, gym equipment, woodchip equipment  PE lessons | | | PE lessons, outdoor provision; bikes, scooters, moving vehicles, large construction, Adventure playground equipment, tyres, skipping ropes | | |
|  | | **Fine Motor Skills** | | | | | | | | |
|  | | **Pencil and Brush Control**  **Baseline**   |  | | --- | | - Shows a preference for a dominant hand |   - Mark makes in different directions  - Makes repeated marks on paper  **On Track Check Point 2**  - Use core muscle strength to achieve good posture at a table and maintain lizard position during Kinetic Letters  - Holds and uses a pencil confidently  **On Track Check Point 3**  - Develop the foundations of an appropriate handwriting style  - Hold pencil effectively- tripod grip  - Form letters accurately using the correct movements (shoulder pivot etc)  **ELG:**  **Hold a pencil effectively in preparation for writing (nearly always tripod grip)** | | **Scissor Skills**  **Baseline**  - Opens/closes blades (not ready to use them on paper yet)  - Starts snipping paper (not moving forward with the scissors but making small snips)  - Pivots from shoulder and elbow  **On Track Check Point 1**  - Snips paper moving forward  - Uses helping hand to hold and help to guide the paper (non-dominant hand)  - Cuts square shape  **On Track Check Point 2**  - Cuts complex shapes, such as figures. | | | **Cutlery Skills** | | **Drawing Skills**  **Baseline**  - Uses a variety of drawing tools to mark make with some control  - Draws faces with features and draws enclosed spaces, giving meaning  - Uses lines and shapes | |
| **Baseline**  - Uses a spoon effectively  - Uses a fork to stab food | |
| **On Track Check Point 1**  - Can spread using a knife  - Cuts soft foods, holding the knife correctly, using one hand to steady the food | | **On Track Check Point 1**  - Demonstrates more control  - Draws with detail (bodies with sausage limbs and additional features)  - Draws bodies of an appropriate size for what they’re drawing | |
| **On Track Check Point 2**  - Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)  - Spends a sustained amount of time on one product.  - Looks closely at lines, shapes, size and patterns when producing an observational drawing  - Drawings show finer details | |
| **On Track Check Point 2**  - Uses a fork to hold food still while cutting it with a knife  - Uses a knife and folk independently | |
| **ELG:**  **Use a range of small tools e.g. scissors paint brushes, cutlery** | | | | | **ELG:**  **Begin to show accuracy and care when drawing** | |
| **Provisions** | | Kinetic Letters, threading, cutting, weaving, playdough, using hands for buttons and zips, screw lids, locks and keys, linking toys, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, Lego, soft balls/stress balls, stampers, different size paint brushes, split pins, tweezers | | Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay  A variety of card, paper, shapes, pictures and materials to cut. | | | Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times | | Art station with materials to allow independent art  Opportunities to practise art outside e.g. mud mark making to bring the skills back for pencil control | |

**Impact:**

All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child’s skill in the area. Kinetic Letters ensures all children are using the optimum pencil grip by the end of Reception.

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