

# Physical Development EYFS Curriculum Map



		Nursery	Reception
Autumn	<b>Title and Objectives</b>	<p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Goes up stairs and steps, or climbs up apparatus, using alternative feet.</p> <p>Skips, hops and stands on one leg and can hold a pose for a game like musical statues.</p>	<p>Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Uses his/her core muscle strength to achieve good posture.</p> <p>Is able to combine different movements with ease and fluency.</p> <p>Confidently and safely uses a range of large/small apparatus indoors and outside, alone and in a group.</p>
	<b>Vocabulary</b>	Movement, balance, riding, up and down, climbing, alternate, skip, hop, stand, pose, statue.	Movement, rolling, crawling, walking, jumping, running, hopping, skipping and climbing, coordination, balance, core, muscles, posture, dance, gymnastics, sport, swimming, confident, safely, large/small apparatus, indoors, outdoors, alone, group.
	<b>Key Facts</b>	To develop my movement skills.	I can develop my fundamental movement skills.
	<b>Sticky facts</b>	I understand and can move in a range of different ways.	<p>I can confidently and safely use different apparatus.</p> <p>I can combine different movements.</p>
Spring	<b>Title and Objectives</b>	<p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams.</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Is developing overall body-strength, balance, co-ordination and agility.</p> <p>Is further developing and refining a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing, mealtimes.</p>
	<b>Vocabulary</b>	Muscles, flag, streamers, paint, marks, teams, sequences, patterns, movements, music, rhythm.	Body-strength, balance, coordination, agility, throwing, catching, kicking, passing, batting, aiming, confidence precision, accurate, activities, line up, queue.
	<b>Key Facts</b>	I can use and remember sequences and patterns of movement.	<p>I understand the range of ball skills I can develop.</p> <p>I understand the skills I need to manage the day successfully.</p>

	<b>Sticky facts</b>	<p>I can take part in group activities.</p> <p>I can develop large muscle movements.</p>	<p>I am developing body strength.</p> <p>I am developing confidence, competence, precision and accuracy.</p>
<b>Summer</b>	<b>Title and Objectives</b>	<p>Matches his/her developing physical skills to tasks and activities in the setting e.g. He/she decides whether to crawl, run, walk or run across a plank, depending on its length and width.</p> <p>Chooses the right resources to carry out his/her own plan e.g. choosing a spade to enlarge a small hole he/she dug with a trowel.</p> <p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Is progressing towards a more fluent style of moving, with developing control and grace.</p> <p>Demonstrates strength, balance and coordination when playing.</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others.</p>
	<b>Vocabulary</b>	Crawl, run, walk, plank, length, width, resources, small/large, move, short/long, safely, dug, hollow, dug.	Move, control, grace, strength, balance, coordination, running, jumping, dancing, hopping, skipping, climbing, space, obstacle.
	<b>Key Facts</b>	<p>I understand the concept of length and width.</p> <p>I understand the vocabulary large/small, hollow.</p>	<p>I can understand and show the different ways of moving energetically.</p> <p>I understand the concept of control.</p>
	<b>Sticky facts</b>	<p>I can successfully choose the right resources.</p> <p>I can manage large items.</p>	<p>I can demonstrate strength, balance and coordination.</p> <p>I can develop control and grace.</p> <p>I can negotiate space and obstacles safely.</p>