

## Physical development- Gross Motor Development

| <b>Gross Motor Skills</b><br><b>ELG</b> Children at the expected level of development will:<br>- Negotiate space and obstacles safely, with consideration for themselves and others;<br>- Demonstrate strength, balance and coordination when playing;<br>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   |   |   |   |  |
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| <b>Development matters statements</b><br>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <b>(DM)</b><br>• Progress towards a more fluent style of moving, with developing control and grace. <b>(DM)</b><br>• 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, sport and swimming. <b>(DM)</b><br>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <b>(DM)</b><br>• Combine different movements with ease and fluency. <b>(DM)</b><br>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>(DM)</b><br>• Develop overall body-strength, balance, co-ordination and agility. <b>(DM)</b><br>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <b>(DM)</b><br>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <b>(DM)</b><br>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes <b>(DM)</b> |   | <b>Band 6 (Reception)</b><br>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping<br>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk<br>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance<br>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles<br>• Travels with confidence and skill around, under, over and through balancing and climbing equipment<br>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. |   |  |
| <b>ELG: Negotiate space and obstacles safely, with consideration for themselves and others;</b>  |   | <b>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b>   |   | <b>Ongoing development over the year</b> |
| <b>Baseline</b>  | <ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles <b>Band 5 (3-4 years)</b></li> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. <b>Band 5 (3-4 years)</b></li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. <b>(DM 3-4)</b></li> <li>• Start taking part in some group activities which they make up for themselves, or in teams. <b>(DM 3-4)</b></li> <li>• 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. <b>(DM 3-4)</b></li> <li>• 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. <b>(DM 3-4)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues. <b>(DM 3-4)</b></li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks. <b>(DM 3-4)</b></li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <b>(DM 3-4)</b></li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks <b>(DM 3-4)</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>(DM)</b></li> </ul> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling -</p> |  |



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|                      | <ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <b>(DM 3-4)</b>.</li> </ul> <p><b>Bike skills</b></p> <ul style="list-style-type: none"> <li>- Can 'walk' a balance bike</li> <li>- Can use feet to scoot a balance bike and maintain balance</li> <li>- Can maintain balance while</li> <li>- Manoeuvring around corners</li> <li>- Uses trikes and scooters confidently.</li> <li>- To pedal and steer a three wheeled trike.</li> </ul>   | <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Jumps off a low object with both feet off the ground</li> <li>- Jumps over a small stationery object</li> <li>- Jumps forward, taking off and landing on 2 feet</li> </ul> <p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>- Goes up steps and stairs placing both feet on one step at a time</li> <li>- Climbs up apparatus, using two feet</li> <li>- Climbs above their own head height</li> <li>-Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</li> <li>- I can climb over, under and through obstacles</li> <li>- Explores and uses climbing equipment, with a little adult support at challenging parts.</li> </ul>  | <ul style="list-style-type: none"> <li>- crawling - walking</li> <li>- jumping - running</li> <li>- hopping - skipping - climbing <b>(DM)</b></li> </ul> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency. <b>(DM)</b></li> </ul> |
| <p><b>Autumn</b></p> | <ul style="list-style-type: none"> <li>-Is progresses towards a more fluent style of moving, with developing control and grace.</li> <li>- To know and with guidance use different ways of moving in different spaces and environments.</li> <li>- With guidance, be aware of personal space.</li> <li>- To understand why it is important to stay safe.</li> <li>- To know some strategies to stay safe when moving in different environments.</li> </ul> <p><b>Bike skills</b></p> <ul style="list-style-type: none"> <li>- Stops a bike effectively using brakes</li> <li>- Pedals and maintain balance for a few feet down a slight incline</li> </ul> | <ul style="list-style-type: none"> <li>-Is progresses towards a more fluent style of moving, with developing control and grace.</li> <li>- To be aware of some different ways to move and begin to explore these.</li> </ul> <p><b>Jumping/Hopping</b></p> <ul style="list-style-type: none"> <li>- Can jump forward, taking off and landing on 2 feet, showing increasing control</li> <li>- Can hops on one foot 3 to 5 times.</li> </ul> <p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>- Can climbs upstairs using alternative feet.</li> <li>- Can climb up apparatus using two feet.</li> <li>- Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</li> <li>- Independently uses climbing equipment, e.g. the trim trail</li> </ul> |   |
| <p><b>Spring</b></p> | <ul style="list-style-type: none"> <li>- Being able to move in different ways and around obstacles.</li> <li>- Show awareness of own and others personal space.</li> <li>- To use some strategies to stay safe when moving in different environments.</li> <li>- To use different ways of moving in different spaces and environments.</li> </ul> <p><b>Bike skills</b></p> <ul style="list-style-type: none"> <li>- Pedals and maintain balance for a few feet on a flat surface</li> </ul>   | <ul style="list-style-type: none"> <li>To move in different ways such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> </ul> <p><b>Jumping/hopping</b></p> <ul style="list-style-type: none"> <li>- Can jump and turn in the air</li> <li>- Can hop up to 10 times on alternate feet</li> </ul>   |   |

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|               | <ul style="list-style-type: none"> <li>- Can brake at a specific point with control</li> <li>- To use a balance bike, steering to avoid obstacles.</li> </ul>   | <p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>- Uses climbing equipment with confidence and enjoyment.</li> <li>- Performs different movements on a climbing frame/climbing apparatus, such as swinging.</li> </ul>  |  |
| <b>Summer</b> | <ul style="list-style-type: none"> <li>-Move in different ways appropriate for the space.</li> <li>-Negotiate obstacles safely.</li> <li>-Be aware of own personal space and others personal space when still and when moving.</li> <li>- Can gage where a moving obstacle may be and move themselves appropriately before reaching it.</li> <li>I know how to move in different directions with speed and control.</li> </ul> <p><b><u>Bike skills</u></b></p> <ul style="list-style-type: none"> <li>- To ride a 2 wheeled bike.</li> <li>- Follows at a sensible distance behind another rider</li> <li>- Pedals and maintain balance while manoeuvring around obstacles</li> <li>- Follows a path set by another rider</li> </ul> | <ul style="list-style-type: none"> <li>- To show confidence when moving in a variety of different ways such as; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> </ul> <p><b>Jumping/Hopping</b></p> <p>Can skip rhythmically<br/>I can skip with a skipping rope, turned by an adult.</p> <p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>-Can confidently move across and around an obstacle course.</li> <li>- Can travel on my feet and hands and feet safely around a space and over benches.</li> </ul> |  |

| <b>ELG: - Demonstrate strength, balance and coordination when playing;</b> |   |   |   |   |
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|  | <b>Strength</b>   | <b>Balance</b>  | <b>Coordination</b>   | <b>Ongoing throughout the year</b>  |
| <b>Baseline</b>  | To develop skills and overall body strength to manage the school day such as sitting, lining up, walking to and from, organising/carrying belongings. | <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <b>(DM 3-4)</b></li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability <b>Band 5 (3-4 years)</b></li> <li>• Maintains balance using hands and body to stabilise <b>Band 5 (3-4 years)</b></li> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. <b>Band 5 (3-4 years)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object <b>Band 5 (3-4 years)</b></li> </ul> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>- Begins to throw ball overhand</li> <li>- Throws ball underhand</li> <li>- Catches a ball by chasing - does not necessarily respond to aerial ball</li> <li>- Bounces a large ball</li> <li>- Uses foot to tap static ball a small distance</li> </ul> | <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace. <b>(DM)</b></li> <li>• Develop the overall body strength, co-ordination, balance</li> </ul> |

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|               |  | <p>For example</p> <ul style="list-style-type: none"> <li>- Stands on tiptoes</li> <li>- Goes up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Stands on one foot for 2 seconds</li> <li>- Walks along a chalk line</li> <li>- Walks along a low, wide balance beam, sometimes needing to balance again an adult.</li> </ul>  | <ul style="list-style-type: none"> <li>- Kicks ball with one foot while swinging opposite arm</li> <li>- Directly kicks to knock down a tower</li> <li>- Walks towards and kick a ball</li> </ul>   | <p>and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. <b>(DM)</b></p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility. <b>(DM)</b></li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <b>(DM)</b></li> <li>• Combine different movements with ease and fluency. <b>(DM)</b></li> </ul> |
| <b>Autumn</b> | <ul style="list-style-type: none"> <li>- To use strength when moving.</li> <li>-To begin to understand their strength when using equipment for example using large construction to build. - lifting, carrying, pushing, pulling, constructing, stacking and climbing.</li> </ul> | <ul style="list-style-type: none"> <li>-To show an understanding of balance.</li> <li>-To begin to balance using different body parts, for short periods of time, with some support such as holding a controlled static balance on one leg.</li> <li>- To begin to show balance in different ways such as walking along a low, wide balance beam independently or using a balance bike, pushing and moving forwards.</li> </ul> | <ul style="list-style-type: none"> <li>-To know how to kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide.</li> <li>-To begin using your body to do 2 actions at the same time. (E.G- jumping jacks- both arms and legs moving.)</li> </ul> <p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>- Throws ball forward 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.</li> <li>- Catches a large ball between extended arms</li> <li>- Catches a large ball by bringing hands in towards chest.</li> <li>- Bounces and catch a large ball using 2 hands</li> <li>- Walks towards and kick a ball towards a target</li> <li>- Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</li> </ul> | <ul style="list-style-type: none"> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <b>(DM)</b></li> <li>• Develop confidence,</li> </ul>   |
| <b>Spring</b> | <ul style="list-style-type: none"> <li>- To understand strength when using different equipment. (E.G- kicking a ball to someone close by or kicking a ball across a field.)</li> <li>- Demonstrates good posture when working on table-top activities.</li> </ul>                | <ul style="list-style-type: none"> <li>-To begin to balance using different body parts, for longer periods of time, without support.</li> <li>- To begin to be able to balance on and off equipment such as walking along a low narrow balance beam.</li> </ul>   | <ul style="list-style-type: none"> <li>-To kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide showing good control.</li> <li>-To use body to complete 2 actions at the same time.</li> </ul> <p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>- Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</li> <li>- Is developing and showing increased accuracy when hitting a target with a tennis ball using underhand toss by using trunk rotation and opposing arm/leg movements.</li> </ul>   | <ul style="list-style-type: none"> <li>• Develop confidence,</li> </ul>  |

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|               |   |  | <ul style="list-style-type: none"> <li>- Catches a tennis ball only using hands.</li> <li>- Bounces a tennis ball on the floor and catch with two hands.</li> <li>- Coordinates body to meet and kick a ball that is rolled to them from a distance</li> </ul>  | competence, precision and accuracy when engaging in activities that involve a ball. |
| <b>Summer</b> | <ul style="list-style-type: none"> <li>- To demonstrate controlled strength in different situations.</li> <li>-To understand what strength is and how to use it.</li> </ul> | <ul style="list-style-type: none"> <li>-To know what balance is.</li> <li>-To demonstrate how to balance.</li> <li>- To show confidence in different balances such as - balancing on an unstable surface with increasing control.</li> </ul> | <ul style="list-style-type: none"> <li>-To demonstrate good hand-eye/foot coordination.</li> <li>-To demonstrate good whole-body coordination.</li> </ul> <p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>- Show confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>- On most occasions can usually throw with accuracy to hit a target using an overhand toss.</li> <li>- Confidently demonstrate throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</li> <li>- Bounces a tennis ball on the floor and catch in one hand.</li> </ul> | <b>(DM)</b>   |