

**PHYSICAL DEVELOPMENT**  
**Preschool End Points for Each Term**

Autumn Term	Spring Term	Summer Term
<p><b>Marvellous Me –</b></p> <ul style="list-style-type: none"> <li>Manipulate materials to create self portraits with paint, play dough etc.</li> <li>Use body parts in different ways to explore movements.</li> </ul> <p><b>Nursery Rhymes-</b></p> <ul style="list-style-type: none"> <li>Use body percussions/ actions to perform nursery rhymes.</li> </ul> <p><b>We're Going on a Bear Hunt –</b></p> <ul style="list-style-type: none"> <li>Create and follow patterns of movement for the Bear Hunt story.</li> <li>Develop movement and balancing to take part in an outdoor bear hunt.</li> </ul> <p><b>Christmas &amp; Celebrations –</b></p> <ul style="list-style-type: none"> <li>Use different tools and resources to create Christmas crafts.</li> </ul> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</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.</li> </ul>	<p><b>Patterns –</b></p> <ul style="list-style-type: none"> <li>Create and remember patterns of movement related to music and actions.</li> <li>Use large scale movements to draw and print patterns.</li> </ul> <p><b>Chinese New Year –</b></p> <ul style="list-style-type: none"> <li>Use large scale movements to perform a dragon/lion dance.</li> </ul> <p><b>All God's People, Celebrating Diversity –</b></p> <ul style="list-style-type: none"> <li>Use tools and one handed tools to create different flags.</li> </ul> <p><b>All Creatures Great &amp; Small -</b></p> <ul style="list-style-type: none"> <li>Explore ways moving body and travelling as different animals.</li> </ul> <p><b>To Infinity &amp; Beyond -</b></p> <ul style="list-style-type: none"> <li>Create large scale rockets/ space ships as a team, selecting and carry equipment and resources.</li> </ul> <p><i>Development Matters –</i></p> <ul style="list-style-type: none"> <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.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<p><b>Ready, Steady, Grow –</b></p> <ul style="list-style-type: none"> <li>Choose and use a range tools to plant flowers and seeds.</li> <li>Use large scale movements to paint, print and draw flowers and plants.</li> </ul> <p><b>We Can Be Heroes –</b></p> <ul style="list-style-type: none"> <li>Dress and undress in different outfits related to occupations, using different fastenings.</li> </ul> <p><b>Tell Me a Story –</b></p> <ul style="list-style-type: none"> <li>Use pencils/ mark making equipment effectively to draw different characters.</li> </ul> <p><b>Splish, Splash –</b></p> <ul style="list-style-type: none"> <li>Work together to build large scale ships, moving planks and other equipment safely.</li> </ul> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</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.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>

**PHYSICAL DEVELOPMENT**  
**F2 End Points for Each Term**

Autumn Term	Spring Term	Summer Term
<p><b>To the Rescue –</b> Follow instructions, when asked to line up to help with managing the school day. Develop use of fine motor skills, when drawing pictures and paintings of people who help us.</p> <p><b>If you go down to the woods –</b> Take part in PE lessons, showing increasing control through developing fundamental skills. Show independent skills when eating lunch.</p> <p><b>Celebrations/Christmas –</b> Show how to use tools safely, when making Christmas crafts. Show how we can sit with a good posture during our Christmas production <i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>Progress towards a more fluent style of moving, with developing control and grace.</i></li> <li>• <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></li> <li>• <i>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</i></li> <li>• <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></li> </ul>	<p><b>Long Ago &amp; Far Away –</b> To build and balance large construction materials. To travel in different ways using short, long, fast and slow steps. To jump and land safely.</p> <p><b>All God’s People, Celebrating Diversity -</b> To balance using different parts of the body in a controlled way. To combine dance movements with growing fluency.</p> <p><b>Under the Sea –</b> To move confidently in different ways including speed and direction. To use a range of large resources showing an awareness of safety.</p> <p><b>Journeys -</b> To form lower case letters correctly from the correct starting point. To link shapes and travel with control and fluency. To create actions which resemble words or rhymes. <i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>Combine different movements with ease and fluency.</i></li> <li>• <i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></li> <li>• <i>Develop overall body-strength, balance, co-ordination and agility.</i></li> </ul>	<p><b>In the Garden –</b> Negotiate space effectively. Develop body strength, coordination, balance and agility. To move confidently in different ways.</p> <p><b>Castles &amp; Dragons –</b> To travel with confidence and move around obstacles safely. Confidently and safely, use a range of small and large apparatus. To further develop and refine fundamental/ball skills.</p> <p><b>Sporty Me –</b> To prepare for Sports day by practising and refining fundamental skills and games. To confidently participate in whole school Sports Day using skills previously acquired. . To move energetically and safely when working on their own or in a group.</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running – skipping - crawling - jumping - hopping - climbing</i></li> <li>• <i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></li> <li>• <i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></li> <li>• <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></li> </ul>

**Early Learning Goals**

**Gross Motor Skills**

- 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.

**Fine Motor Skills**

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.