

Physical Development: Gross Motor Long Term Plan EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Unit 1: Fundamental Movement Skills	Unit 2: How to Catch a Star	Unit 3: Castles	Unit 4: Jack and the Beanstalk	Unit 5: Minibeasts	Unit 6: Seaside
Key Vocabulary	Jump, distance, hop, throw, underarm, over arm, climb, over, under, through	Balance, body, throwing, jump, throwing, over, under, through	Throw, roll, jump, gymnastics, climb, apparatus	Control, coordination, jump, safety, roll, climb, apparatus	Travel, over, under, over, through, balance, catch, ball, accuracy, roll	Balance, body part, control, pushing, patting, gymnastic, roll, underarm, throw
	<p>PE Passport</p> <p>To jump for distance in order to land appropriately.</p> <p>To hop on both feet.</p> <p>To underarm throw for distance.</p> <p>To over arm throw for distance.</p> <p>To catch with increasing accuracy.</p> <p>To climb with confidence over, under and through climbing equipment.</p>	<p>PE Passport</p> <p>To balance on small and large body parts in the shape of a star.</p> <p>To send a ball/ throwing equipment with increasing accuracy.</p> <p>To jump and land appropriately.</p> <p>To climb over, under and through climbing equipment.</p> <p>To practice throwing over arm.</p>	<p>PE Passport</p> <p>To throw under arm.</p> <p>To roll a ball.</p> <p>To jump and land appropriately.</p> <p>To perform a variety of gymnastic rolls.</p> <p>To climb up and down apparatus using alternative feet.</p>	<p>PE Passport</p> <p>To move with control and coordination.</p> <p>To jump and land appropriately.</p> <p>To roll in a variety of ways.</p> <p>To roll a ball accurately.</p> <p>To climb up and down apparatus using alternative feet.</p>	<p>PE Passport</p> <p>To travel over, under and through climbing equipment.</p> <p>To travel over, under and through balance and climbing equipment.</p> <p>To catch a ball.</p> <p>To catch with increasing accuracy.</p> <p>To roll in a variety of ways.</p>	<p>PE Passport</p> <p>To balance on small body parts and travel on hands and feet.</p> <p>To show increasing control over an object pushing and patting it.</p> <p>To perform a variety of gymnastic rolls.</p> <p>To underarm throw with accuracy.</p>
	<p>Birth to 5 (Moving and Handling)</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or object.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Birth to 5 (Moving and Handling)</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Birth to 5 (Moving and Handling)</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or object.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Birth to 5 (Moving and Handling)</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Birth to 5 (Moving and Handling)</p> <p>Chooses to move in a range of ways, moving freely and with confidence, making changing to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Birth to 5 (Moving and Handling)</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>

Key Learning linked to Physical Development: Gross Motor

Fundamental Movement Skills	Gross Motor skills/ movements	Spatial Awareness	Safety Awareness
Run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.	Climbing, crawling, skipping, sliding, slithering, shuffling	Awareness of own space, negotiates space, finds a space, changes direction, stops	When moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions
Apparatus	Body Strength	Movement of body parts	Use of Vocabulary linked to Movement
Control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.	With and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging.	Rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes	Names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Education Programme</p>	<p>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 coordination 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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Learning Goal</p>	<p style="text-align: center;">ELG: Gross Motor Children at the Expected Level will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely with consideration for themselves and others. <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, and skipping.