

	Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success
EYFS	<p>Learning opportunities and experiences our children will experience in the EYFS:</p> <p>Gross Motor Skills</p> <p>Fundamental movement skills – run/running fast, travel on feet/feet and hands, hop, static balance. Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. Spatial Awareness – awareness of own space. Safety Awareness – when moving themselves; using small apparatus and equipment; respond to safety instructions. Apparatus – interacts with small equipment – drop, push, throw, roll, catch, kick. Body strength – with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging. Movement of body parts - 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. Use of Vocabulary linked to Movement - names of body parts.</p> <p>Fine Motor Skills</p> <p>Demonstrates left/right hand dominance. Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p> <p>Gross Motor Skills</p> <p>Fundamental movement skills –underhand throw, underhand roll, catching, vertical jump and land, balance on body parts side roll and rock and roll, pencil roll. Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. Spatial Awareness – awareness of own space, negotiates space, finds a space. Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; respond to safety instructions. Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging. Body strength – with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging. Movement of body parts - making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes.</p> <p>Fine Motor Skills</p> <p>Demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toy. Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing. Letter formation – draws patterns, understands and follows language linked to talk about shape and</p>				

movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes

Gross Motor Skills

Fundamental movement skills – catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.

Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.

Spatial Awareness – finds a space, changes direction, stops.

Safety Awareness – 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 – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging.

Body strength – with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.

Use of Vocabulary linked to Movement up down, backwards, forwards, sideways ;speed – fast, faster, slow, slowly, slower. Fine Motor Skills -manipulation and control when using tools and equipment.

Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.

Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.

Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.

Early learning goals

Gross Motor Skills:

Children at the expected level of development will:

- 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: Children at the expected level of development will:
- 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, paint brushes and cutlery; Begin to show accuracy and care when drawing.