

‘I can....’

What does it look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- 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. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of the children’s learning in all areas.

Physical development (Statutory)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 co-ordination, 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.

Birth to 3 -	3-4 year olds -	Reception -
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Walk, run, jump and climb – and start to use the stairs independently. - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Develop manipulation and control. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Learn to use the toilet with help, and then independently	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing..	Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG -

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

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