

# EYFS Development Matters 2020 Statements and ELGs Physical Development

## Birth to Three

- Lift their head while lying on their front.
  - Push their chest up with straight arms.
  - Roll over: from front to back, then back to front.
  - Enjoy moving when outdoors and inside.
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- Sit without support.
  - Begin to crawl in different ways and directions.
  - Pull themselves upright and bouncing in preparation for walking.
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- Reach out for objects as co-ordination develops.
  - Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
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- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
  - Clap and stamp to music.
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- 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.
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- Begin to walk independently – choosing appropriate props to support at first.
  - Walk, run, jump and climb – and start to use the stairs independently.
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- 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.
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- 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.
  - Start eating independently and learning how to use a knife and fork.
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- Develop manipulation and control.
  - Explore different materials and tools.

## Three and Four-Year-Olds

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
  - Go up steps and stairs, or climb up apparatus, using alternate feet.
  - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
  - Use large-muscle movements to wave flags and streamers, paint and make marks.
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- Start taking part in some group activities which they make up for themselves, or in teams.
  - Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
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- 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.
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- 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.
  - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
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- Use one-handed tools and equipment, for example, making snips in paper with scissors.
  - Use a comfortable grip with good control when holding pens and pencils.
  - Show a preference for a dominant hand.
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- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling    - walking    - running    - skipping
  - crawling    - jumping    - hopping    - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- 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, kicking, passing, batting, and aiming.
- 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.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

## 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.