

EYFS curriculum links	Area of study	Step 1	Step 2	Step 3	Basic Activities covered
<p><u>Fine motor skills- linking to Literacy</u></p> <ul style="list-style-type: none"> Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p><u>Early Learning Goal</u></p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>ACQUIRING AND DEVELOPING SKILLS</p> <p>1a Explore basic skills, actions, and ideas with increasing understanding.</p> <p>1b Remember and repeat simple skills and actions with increasing control and coordination.</p>	<p>I copy actions.</p> <p>I repeat and explore skills.</p> <p>I move with some control and care.</p>	<p>I copy and remember actions.</p> <p>I repeat and explore skills.</p> <p>I move with careful control, co-ordination and care.</p>	<p>I select and use the most appropriate skills, actions and ideas.</p> <p>I move with co-ordination and control.</p>	
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS</p> <p>2a Explore how to choose and apply skills and actions in sequence and in combination.</p> <p>2b Vary the way they perform skills by using simple tactics and movement phrases.</p> <p>2c Apply the rules and conventions for different activities.</p>	<p>I can perform some dance moves.</p> <p>I put moves together to make a short dance.</p> <p>I show rhythm in my dance.</p> <p>I choose the best movements to show different ideas.</p> <p>I move carefully with control.</p> <p>I use space safely.</p>	<p>I perform my dance actions with control and co-ordination.</p> <p>I link two or more actions together to make a sequence.</p> <p>I remember and repeat dance movements.</p> <p>I choose the best movements to communicate a mood or feeling.</p>	<p>I improvise with ideas and movements.</p> <p>My dance movements communicate an idea.</p> <p>I refine my movements into sequences.</p> <p>My dance movements are clear and fluent.</p> <p>I know that dance can express a variety of things.</p>	
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>EVALUATING AND IMPROVING PERFORMANCE</p> <p>3a Describe what they have done.</p> <p>3b Observe, describe and copy what others' have done.</p> <p>3c Use what they have learnt to improve the quality and control of their work.</p>	<p>I can talk about what I have done.</p> <p>I can describe what others' have done.</p>	<p>I talk about the differences between my own and others' performances.</p> <p>I say what has gone well and why.</p> <p>I identify how a performance could be improved.</p>	<p>I say how my work is similar to and different from others'.</p> <p>I use this understanding to improve my own performance.</p>	
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</p> <p>4a How important it is to be active.</p> <p>4b To recognise and describe how their bodies feel during different activities.</p>	<p>I can describe how my body feels during an activity.</p> <p>I know how to exercise safely by looking for space.</p>	<p>I can describe how my body feels during different activities, using parts of the body to describe the effects.</p> <p>I know how to exercise safely by looking for space, others' and by warming up properly.</p>	<p>I give reasons why warming up before an activity is important.</p> <p>I give reasons why physical activity is good for my health.</p>	