

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"> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <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><b>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.</b></p>	<p><b>ACQUIRING AND DEVELOPING SKILLS</b></p> <p><b>1a</b> Explore basic skills, actions, and ideas with increasing understanding.</p> <p><b>1b</b> 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"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><b>SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS</b></p> <p><b>2a</b> Explore how to choose and apply skills and actions in sequence and in combination.</p> <p><b>2b</b> Vary the way they perform skills by using simple tactics and movement phrases.</p> <p><b>2c</b> Apply the rules and conventions for different activities.</p>	<p>With help I can swim up to 20 metres with floats.</p> <p>I can swim up to 5 metres without floats.</p> <p>I can put my head in the water.</p> <p>I join in water activities at the pool.</p> <p>I explore different ways of moving in water.</p>	<p>I can swim up to 20 metres using my arms and legs to move.</p> <p>I use one basic stroke to swim, breathing properly.</p> <p>Using floats, I swim with a controlled leg kick.</p> <p>I describe different swimming strokes.</p>	<p>I can swim between 25 and 50 metres.</p> <p>My arms and legs are co-ordinated.</p> <p>I use more than one swimming stroke.</p> <p>I swim both on the surface and below the surface of the water.</p> <p>My breathing is co-ordinated with the stroke I am using.</p>	
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><b>EVALUATING AND IMPROVING PERFORMANCE</b></p> <p><b>3a</b> Describe what they have done.</p> <p><b>3b</b> Observe, describe and copy what others' have done.</p> <p><b>3c</b> 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"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><b>KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH</b></p> <p><b>4a</b> How important it is to be active.</p> <p><b>4b</b> 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>	