

## EYFS OUTSIDE LEARNING PROJECT FACT SHEET

### Physical Development (3 – 5 age range)



Photograph courtesy of James Lee Nursery School, part of the Thames Federation

#### **Extract from the Educational Programme for Physical Development (EYFS Statutory, September 2021):**

...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.

#### **Suggested learning and development links:**

- 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.
- 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.
- *Use one-handed tools and equipment, for example, making snips in paper with scissors.*
- *Show a preference for a dominant hand.*

- *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*
- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – 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.
- 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 their small motor skills so that they can use a range of tools competently, safely and confidently.*

(Taken from the new Development Matters (Non-statutory curriculum guidance for the EYFS 2020)

### **Physical activity guidelines for children under 5 (NHS):**

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/>

Pre-schoolers (aged 3 to 4)

Pre-schoolers should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play. The more the better.

The 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity.

Children under 5 should not be inactive for long periods, except when they're asleep. Watching TV, travelling by car, bus or train, or being strapped into a buggy for long periods are not good for a child's health and development.

All children under 5 who are overweight can improve their health by meeting the activity guidelines, even if their weight does not change. To achieve and maintain a healthy weight, they may need to do [additional activity and make dietary changes](#).

Physical activity ideas for under 5s

**All movement counts. The more the better.**

- tummy time

- playing with blocks and other objects
- messy play
- jumping
- walking
- dancing
- swimming
- playground activities
- climbing
- skip
- active play, like hide and seek
- throwing and catching
- scooting
- riding a bike
- outdoor activities
- skipping

**Books:**

**Book collection from Teach Early Years:**

<https://www.teachearlyyears.com/learning-and-development/view/physical-play-with-stories>

**Useful websites:**

**Aspects of physical development :**

<https://www.earlyyearsmatters.co.uk/our-services/school-and-nursery-support/early-years-adviser/physical-development/>

**Videos:**

**The twelve key movement skills:**

<https://www.bbc.co.uk/cbeebies/grownups/children-with-dyspraxia>

**Local community provision:**

**The school grounds and EYFS outside area**

**Regular visits to local parks**

**Walks in the community**

**Learning to whittle, even when children cannot go to the Forest School on Wimbledon Common because of COVID.**



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