

Moat Farm Infant EYFS progression of gross motor skills

Summary of teaching throughout EYFS for gross motor development

Nursery

Autumn Term – Gross motor focus – yoga sessions in hall and obstacle courses. Focusing on core strength and early balance skills.

Spring – Large motor movements – moving to music. Focus on shoulder and arm movements. Balance bikes and obstacle courses outside focusing on balance and strength.

Summer– Balance bikes and trim trail focus outdoors.

Reception

Autumn 1 – Yoga and dance sessions. Gross motor focus outdoors for trim trail and bikes.

Autumn 2 - Yoga and dance sessions. Gross motor focus outdoors for ball skills.

Spring Term - Yoga and dance sessions. Gross motor focus outdoors for kicking/throwing.

Summer Term – PE sessions – focusing on gymnastics and balance. Sports day games/races.

Gross motor skills

Nursery (Birth-3)	Nursery (3-4 Years)	Reception (4-5)	End of Reception – ELG
Running, jogging and skipping			
Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance	Run in a straight line. Skip with alternate feet. Run/sprint in a given direction for different purposes E.g. chasing or	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.

		retrieval (not straight line)	
Throwing and catching			
Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	Catch a large soft ball in the palms of hands and fingers Cradle into chest. Individual. Throw large balls to a partner with a short distance and to large targets.	Catch larger balls when throwing and catching with a partner from short distances. Throw smaller balls and bean bags overarm.	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest. Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.
Dance			
Copy basic actions and move to music.	Begin to learn short routines, beginning to match pace. Move to music exploring actions and movement.	To learn longer routines, beginning to match pace.	Be able to put a sequence of actions together.
Gymnastics/Yoga (core strength)			
Explore sliding, crawling and crawling along low equipment such as	Safely walk, crawl, slide climb up and jump over gymnastic equipment	Explore travelling at different levels by moving in high and low	Safely and confidently walk, crawl, slide, climb up and jump over

benches, tunnels etc. Keep still and hold a frozen shape whilst standing with two feet on the floor.	such as horses and benches. Balance on large patches/ body parts such as the bottom, back, side and front.	shapes across a range of basic gymnastic equipment. Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	gymnastic equipment such as beams and higher equipment and frames. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).
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Kicking

Explore kicking a static ball with both feet.	Determine which foot I will use for kicking, Kick a ball to a large target/space goal.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/markers.
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EYFS Framework and Development Matters Summary

Nursery – Birth-3 years	Nursery – 3-4 years	Reception – 4-5 years	Reception - Gross Motor skills - ELG
<ul style="list-style-type: none"> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others

<ul style="list-style-type: none"> • Clap and stamp to music • 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 • Begin to walk independently – choosing appropriate props to support at first • 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 	<ul style="list-style-type: none"> • 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 • Start taking part in some group activities which they make up for themselves, or in teams 	<p>jumping, running, hopping – skipping, climbing</p> <ul style="list-style-type: none"> • 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 • 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. (obstacle courses- change speed/ direction) 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
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