

HLC Early Years Foundation Stage Curriculum Progressive Areas of Learning



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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.

Nursery	Reception
<p>Gross Motor Skills At the end of Nursery, an HLC child will:</p> <ul style="list-style-type: none"> - Ride a balance bike, using alternate feet to accelerate and both feet to decelerate. - Ride a scooter, resting one foot on the scooter and the other to push. - Play games, indoors and outdoors, following the rules which have been set and understand the consequences of breaking them. - Throw with one and two hands, judging the situation and the size of the ball. - Catch a small ball and a bean bag from short distances with two hands. - Balance to keep both feet on a line when following a painted path on the floor. - Jump and hop whilst skipping over a rope being swung by two people. - Mirror the turns, arm and leg movements of their teacher when dancing. 	<p>Gross Motor Skills At the end of Reception, an HLC child will:</p> <ul style="list-style-type: none"> - Follow a set path when riding a balance bike, using their feet to control both acceleration and deceleration. - Ride a scooter, using one foot to push and then resting both feet on the scooter. - Create and play games, indoors and outdoors, with clear rules and goals. - Throw a variety of objects (balls, javelins, frisbees) further distances and at given targets. - Catch smaller objects from greater distances. - Walk along low, narrow balance beams, using their arms for control. - Skip using a rope they hold themselves, attempting to hop on alternating feet. - Incorporate leaps and balances into their dance routines.
<p>Fine Motor Skills At the end of Nursery, an HLC child will:</p> <ul style="list-style-type: none"> - Use scissors to cut lines and shapes. - Independently wash and dry their hands and know when to do this. - Place their shoes on the right feet, put their arms in an open-fronted coat and put on and take off their jumper and t-shirt. - Hold their pencil with a static tripod grasp, using their arm for control. - Independently use a knife to cut soft food and spoon cereal from a container with little spilling. - Use a glue stick, including removing and returning the lid; and twisting the glue up and down. - Know when, how often and for how long teeth should be brushed. 	<p>Fine Motor Skills At the end of Reception, an HLC child will:</p> <ul style="list-style-type: none"> - Use scissors to cut complex shapes, such as figures. - Hold a pencil using a dynamic tripod grip, using their fingers for control when writing and drawing. - Zip their coat, fasten small buttons and tie their shoelaces. - Hold and use a knife and fork independently when eating. - Manipulate their grip on a paint brush appropriately to achieve the desired effect. - Choose and use a selection of adhesives, appropriate to the task, with the correct handling and movement. - Hold and use a toothbrush to effectively brush their teeth.

Nursery	Spring 1 Nursery 1	Spring 2 Nursery 1	Summer 1 Nursery 1	Summer 2 Nursery 1	Autumn 1 Nursery 2	Autumn 2 Nursery 2	Spring 1 Nursery 2	Spring 2 Nursery 2	Summer 1 Nursery 2	Summer 2 Nursery 2
	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh	Getting to Know You	Use Your Imagination	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh
<ul style="list-style-type: none"> - Push an object around the classroom and outdoor area with wheels, manipulating pace and direction. - Stop a rolling ball with both hands. - Jump, over a painted line, forward, backwards and side to side. - Use both hands to tear paper and other tearable materials. - Rinse hands where soap may have been applied for them. - Know when teeth should be brushed (point in the day). 	<ul style="list-style-type: none"> - Ride a tricycle, with pedals, and manipulate the handle to make changes in direction. - Follow direct instructions from an adult including 'freeze', 'jump', 'clap' and 'sit'. - Paint using hands and fingers. - Put arms into a coat which is being held by an adult. - Rehearse using the pincer grasp to move smaller objects. - Apply glue from a glue stick to a flat surface, experimenting with the pressure needed. 	<ul style="list-style-type: none"> - When sitting, catch a soft ball using hands and lap. - Walk between two lines, following a set path, where the width changes. - Experiment with different movements that are inspired by the movements of their teacher when dancing. - Use loop scissors to make cuts in paper and other materials. - Roll sleeves up before washing hands. - Know which hand is best used for writing. - Use a fork to pierce food from a plate and into mouth. - Know when and how often teeth should be brushed for. 	<ul style="list-style-type: none"> - Ride a pedal-less tricycle, using both feet for movement. - Jump, with both feet, over a low obstacle forward, backwards and side to side. - Experiment with different ways of moving, indoors and outdoors. - Apply soap, scrub hands and rinse independently. - Pull a jumper over their head, when putting it on or taking it off. - Hold a pencil using the fist grasp technique. - Remove and return a glue stick lid. 	<ul style="list-style-type: none"> - Sit on a scooter board and use feet to control movements. - When playing games, follow rules which are set by an adult. - Sit on an inflatable exercise ball, lifting one and two feet off the ground. - Mirror the turns of their teacher when dancing. - Hold a paintbrush using a fist grasp technique. - Dry hands using a hand dryer and know when they are dry. - Do and undo Velcro on items including shoes and book bags. 	<ul style="list-style-type: none"> - Play indoor and outdoor games with an adult and begin to learn about rules. - Use two hands to catch a scarf which has been thrown into the air. - Enjoy joining in with songs, dances and ring games. - Work with an adult to use dual-control scissors when cutting. - With a jumper over their head, independently place arms through each sleeve. - Use a four-finger grip when using a pencil. - Use a spoon and fork to scoop food from a bowl or plate. 	<ul style="list-style-type: none"> - Ride a balance bike using a walking motion for movement. - Step and jump from point to point, staying in the marked area each time. - Jump to avoid a rope being swung in a circle. - Copy arm and leg movements of their teacher when dancing. - Turn the tap on independently when hand washing. - Place shoes on the floor in the correct position (right and left). - Open and close a selection of toothpaste containers. 	<ul style="list-style-type: none"> - When throwing one-handed, overarm and underarm, use the non-throwing arm to aim. - Throw and catch a bean bag using two hands. - Use scissors independently to make cuts in materials. - Remove arms from a jumper independently. - Use a knife to cut soft food and a spoon to move food from one container to another. - Twist a glue stick to release more glue and to return the glue. 	<ul style="list-style-type: none"> - When riding a scooter, rest one foot on the scooter and use the other to push. - Play games, both indoors and outdoors, where the rules have been set by an adult and know what happens if they are broken. - Jump and hop whilst skipping over a rope being swung by 2 people. - Follow rehearsed movements when dancing to known songs. - Spontaneously imitate the turns, arm and leg movements of their teacher when dancing. - Wash, with soap, and dry hands independently and know when to do this. - Hold a pencil using a static tripod grip. - Know how long teeth should be brushed for. 	<ul style="list-style-type: none"> - Ride a balance bike with one foot at a time used for accelerating and both for decelerating. - Throw balls with one or two hands, depending on the size, weight, and situation. - Catch a small ball and bean bag from a short distance with two hands. - Balance to keep both feet on a line when following a painted path. - Use scissors to cut lines and shapes. - Put shoes on the right feet, arms in a coat and put on and take off a jumper and t-shirt. - Use and care for a glue stick independently. 	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth	When I grow up!
<ul style="list-style-type: none"> - Experiment using alternating feet to push when riding a scooter to see which works better. - With support from an adult, move across a low balance beam, using the non-supported hand for balance. - Hold a rope in both hands and throw it overhead to retrieve a cone. - Explore different ways of leaping and use them in dance routines. - Follow lines and patterns, with increasing accuracy, when holding a pencil. - Practise obstacle courses to familiarise self with 'under', 'over', 'around' and 'through'. - Safely use a knife to cut food whilst holding it in place. 	<ul style="list-style-type: none"> - Begin to play games, previously taught and led by an adult, independently and follow the known rules. - Catch a bean bag using one hand, throwing it up and catching independently. - Begin to dance rhythmically and dance in response to changes in the music. - Use thick paint brushes, using the whole arm to paint a large surface. - Follow lines, including gentle curves, when using scissors independently. - Thread laces through increasingly smaller holes. - Apply glue to smaller materials by rubbing on the top of a glue stick. - Practise scrubbing technique, experimenting with pace and pressure to avoid pain and damage to teeth. 	<ul style="list-style-type: none"> - When riding a balance bike, make simple turns and changes of direction by leaning body left and right. - When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this. - Step onto a low balance beam, with support, and then balance in position independently. - Skip using a rope held themselves, jumping with both feet. - Experiment with different balances and use them in dance routines. - Write and draw in different directions, including curves and angles, to promote dynamism. - Use a fork to hold food in place whilst the knife cuts. 	<ul style="list-style-type: none"> - Use the handle to make simple turns when riding a scooter with both feet off the ground. - Play games, indoors and outdoors, and make suggestions for new rules. - Receive an underarm throw of a ball or bean bag and catch using one or two hands. - Dance to music and make changes to routines and movements. - Paint using a fine brush using a tripod grip for detail. - Manipulate paper, as well as scissors, when cutting more dramatic curves and changes of direction. - Practise lace-tying on a board using two differently coloured ends. - Apply PVA glue using a spatula in specific places. - Independently apply toothpaste to a toothbrush. 	<ul style="list-style-type: none"> - When riding a balance bike, follow a set path using alternating feet to accelerate and decelerate. - Throw a wider variety of objects further distances and at given targets. - Skip using a rope they hold themselves, attempting to hop on alternating feet. - Use leaps and balances in their dance routines. - Hold a pencil using a dynamic tripod grip, using fingers for control when writing and drawing. - Do and undo small buttons on clothing. - Hold and use a knife and fork independently when eating, including cutting. - Independently hold and use a toothbrush to brush teeth effectively. 	<ul style="list-style-type: none"> - Ride a scooter, using one foot to push and then resting both feet on the scooter. Use the handle to turn and follow a set path. - Create and set the rules for games to be played indoors and outdoors, sharing these with peers. - Catch smaller objects from greater distances. - Walk along a low, narrow balance beam, using arms for control. - Represent thoughts and feelings through dances and movements. - Use scissors to cut complex shapes, such as figures. - Tie shoelaces independently. - Choose from and use a selection of adhesives which are fit for purpose. - Manipulate the grip on a paintbrush for effect. 	

Physical Development Early Learning Goals

Gross Motor Skills	Fine Motor Skills
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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, paint brushes and cutlery. - Begin to show accuracy and care when drawing.