Progression of Knowledge and Skills for Physical Development

Fine Motor and Gross Motor

Early Years Curriculum

Nursery (3-4 years)

Physical Development: Gross Motor

End of Nursery:

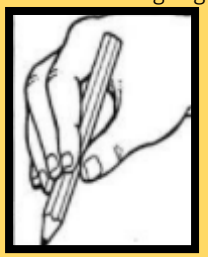
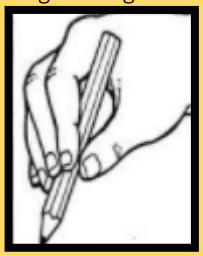
- Stands momentarily on one foot when shown.
- Catches a large ball.
- Moves freely and with pleasure and confidence in a range of ways *(e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.)*
- Runs skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just tuned 3y) (Nursery)			Starts to run safely. Squats with steadiness to rest or play with an object on the ground and rise to my feet without using hands. Begins to pull myself up on nursery play climbing equipment. Attempts to kick a large ball. Sometimes walk upstairs or downstairs holding onto a rail two feet to a step. ***Observation checkpoint: (Around their third birthday)*** *Climbs confidently* *Catches a large ball* *Pedals a tricycle*			
Rising 5s (3y-4y) (Pre-school)	Walks confidently. Climbs onto furniture. Walks upstairs with my hand held. Runs but sometimes fall. Squats to pick up toys. Climbs into a large chair and turn to sit. Carries large toys. Attempts to kick a ball. Stands on one foot with support. Uses their feet to scoot along on a trike. Controls their whole body and am able to negotiate space and objects. Runs safely on their whole foot.		Moves to music and express myself. Stops confidently when moving around the environment and can now run safely. Squats with steadiness to rest or play with objects on the ground and rise to their feet without using their hands. Kicks a large ball. Walks upstairs or downstairs holding onto a rail, two feet on a step. Responds and moves to rhythm and music. Moves spontaneously within available space. *Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.* *Goes up steps and stairs, or climb up apparatus, using alternate feet.* *Skips, hops, stands on one leg and holds a pose for a game like musical statues.* *Uses large-muscle movements to wave flags and streamers, paint and make marks.* *Starts taking part in some group activities which they make up for themselves, or in teams.* *Uses and remembers sequences and patterns of movements which are related to music and rhythm.* *Matches their developing physical skills to tasks and activities in the setting. (For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.)* *Chooses the right resources to carry out their own plan. (For example, choosing a spade to enlarge a small hole they dug with a trowel.)* *Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*		Stands momentarily on one foot when shown. Catches a large ball. Moves freely and with pleasure and confidence in a range of ways *(e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.)* Runs skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	

Physical Development: Fine Motor

End of Nursery:

- Uses one-handed tools and equipment, (e.g. make snips in paper with child scissors.)
- Holds a pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds a pencil near the point between first two fingers and thumb and use it with good control.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just tuned 3y) (Nursery)			Starts to turn pages in a book, sometimes several at once. Starts to show control in holding and using tools like hammers, and mark-making tools.			
Rising 5s (3y-4y) (Pre-school)	Uses a fisted grasp or fist grip. Uses a palmer grasp and four-finger grip. 		Uses a five finger grasp and pincer grip.  Makes connections between their movement and the marks they make. Picks up tiny objects using a fine pincer grasp. Makes simple models using construction toys. *Uses one-handed tools and equipment, for example, making snips in paper with scissors.* *Uses a comfortable grip with good control when holding pens and pencils.* *Shows a preference for a dominant hand.*		Uses one-handed tools and equipment, (e.g. make snips in paper with child scissors.) Holds a pencil between thumb and two fingers, no longer using whole-hand grasp.  Holds a pencil near the point between first two fingers and thumb and use it with good control.	

Reception (4-5 years)

Progression of Knowledge and Skills – Physical Development

Physical Development: Gross Motor						
ELG: • *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.*						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Movement	Runs and jumps confidently landing safely. Moves in a variety of ways: skipping, slithering, shuffling	Is aware and follows safety of not running near the climbing frame area. Negotiates obstacles when running.	Adjust speed and direction when in chasing games Travels skilfully on and around climbing frame, over and through	Skilfully and confidently: Rolls Crawls Jumps Hops Skips Climbs	ELG: *Children at the expected level of development will:* • *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.*	
Ball skills	Can throw and kick a large ball	Can catch a large ball	Can throw a large ball with increased control to a friend	Beginning to catch a small ball (tennis ball) Skilfully throws/kicks a large ball		
Balance, strength and posture	Safely uses the climbing frame Can sit crossed legged on the carpet Carries large building blocks	Balances on one foot and can hop Sits properly in the school chair Balances on block and plank trail confidently	Strong posture sitting at the table or on the carpet Balances from one stepping tyre to the next	Uses the bikes with pedals Able to balance on the balance bikes Can complete the balancing beam without assistance		
Real PE	**Personal** **Level 1** Works on simple tasks by themselves. Follows instructions and practise safely. **Level Pre-1** Enjoys working on simple tasks with help.	**Social** **Level 1** Works sensibly with others, taking turns and sharing **Level Pre-1** Plays with others and take turns and share with help.	**Cognitive** **Level 1** Names some things they are good at. Understands and follows simple rules. **Level Pre-1** Follows simple instructions.	**Creative** **Level 1** Explores and describe different movements. **Level Pre-1** Observes and copy others.	**Physical** **Level 1** Performs a small range of skills and link two movements together. Performs a single skill or movement with some control. **Level Pre-1** Moves confidently in different ways.	**Health & Fitness** **Level 1** Aware of why exercise is important for good health. **Level Pre-1** Aware of the changes to the way I feel when I exercise.

Progression of Knowledge and Skills – Physical Development

Physical Development: Fine Motor						
ELG: • *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.*						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Scribbles randomly on paper Scribbles in different directions (circles and straight lines) Imitates and copies simple shapes Shows preference to a dominant hand	Curly caterpillar letters: c o s a Imitates and copies complex shapes Writes over and continues simple patterns Understands the movements associated with writing e.g. up, down, around	Curly caterpillar letters: e d g q Ladder letters: f l i t u j y One armed robot letters: r Majority of letters are recognisable, and the majority formed correctly Writes name with the majority of letters formed correctly	One armed robot letters: n h m b k p Zig zag monster letters: v w x z Capital Letters: C A All of letters are recognisable and the majority are formed correctly	Capital letters: D G Q E S F O L T I Y J Majority of letters sit on a line	Capital Letters: R U N B M H P K V W X Z
Development of mark making	Makes a variety of marks – see progression document Draws large scale lines and circles (clockwise)	Beginning to draw people (head with legs) Ladder letters and caterpillar letters formed correctly	Drawings include: squares, rectangles, circles, crosses and letters When drawing people, details emerging such as fingers, arms and trunk Majority of letters are recognisable and the majority formed correctly.	Combines shapes to create another (a rectangle and a circle to form a hat) Majority of letters are recognisable, and the majority formed correctly.	ELG: *Children at the expected level of development will:* • *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.*	

Dexterity (using tools)	 Five finger grasp used Uses threading equipment with control Uses large paint brush Uses large scale simple construction to create simple models (Duplo) Can use threading equipment with control Uses a doing hand and helping hand when cutting Cuts a range of materials e.g. playdough, thick and thin paper, straws ect. Hold scissors with 'thumb to the sky' and cuts forward (away from body) Cuts out simple shapes e.g. square, triangle, rectangle	Has dominant hand for writing Uses / holds scissors correctly Using a knife and fork with support / modelling by an adult Writes straight strokes e.g. vertical, horizontal and diagonal and circular strokes e.g. circles and semi-circles Cuts out shapes with straight sides e.g. octagon, pentagon, hexagon Cuts out shapes with curved sides e.g. semi-circle, circle	Tripod grasp used Uses smaller scale threading equipment with control (beads) Using a knife and fork to cut softer foods Uses a whole punch and treasury tags	 Tripod grasp used Gaining confidence in using a knife and fork to cut up own food Joins using hole punches plus split pins	