Physical Development Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

Intent Our children will leave EYFS at Dundry Primary having experienced a diverse range of physical activities and challenges. This are of learning offers opportunities for children to develop and practise the control they have over their bodies. It allows for them to develop the confidence and skill in gross motor movement such as running, jumping and climbing. Children also develop their spatial awareness and coordination whilst at the same time encouraging the fine motor skills they need to develop holistically.

Implementation Children will have ample opportunities to develop and practise the control they have over their bodies, giving them the confidence and skill in large (gross) motor movements as well as in using their fine motor skills. The Physical development curriculum is designed so that children learn how to take measured risks and enjoy being active, both indoors and outdoors. They not only use the designated Year R outside space, but also regularly use the school playground, including the grassed Dundry Den, which includes climbing equipment. The children will take part in two PE sessions every week, one led by Sport Specialist teacher, as well as regular Yoga sessions. Throughout the year, Reception children will take part in Forest School, where they will be able to develop their climbing, swinging, hanging skills. Children have opportunities to use mark making and writing instruments, demonstrating an effective tripod pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skill through many of our day-to-day activities such as building with small construction within continuous provision and funky finger activities during our EMA (early morning activity).

Impact All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, coordinated and confident in their movements – gross and fine. Children demonstrate effective tripod pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support and act accordingly, knowing how to progress a child's skill in this area.

Below shows the progression of skills that build towards the PD ELG. The checkpoints are included as assessment points, though through day-to-day observations and interactions with the children, next steps and support can be implemented immediately.

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Gross Motor Skills

	Spatial awareness	Bikes & Scooters	Balancing	Balls Skills	Jumping	Climbing
Preschool & Baseline	- Uses large muscle mvts to wave flags & streamers, paints and make marks. - Matches their dvpg 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	- Can walk a balance bike - Can use feet to scoot a balance bike /3 wheeled scooter and maintain balance. - Can maintain balance while manoeuvring around corners.	-Stands on tiptoes - Goes up steps, or climbs up apparatus using alt feet. - Stands on one foot for 2 secs - Walk along a chalk line - Walks along a low, wide bench sometimes needing to balance against an adult	- Begins to throw a ball overarm - Throws ball underarm - Catches a ball by chasing - bounces a large ball - Uses foot to tap a static ball a small distance - Kicks a ball with one for while swinging opposite arm - Walks towards and kicks a ball.	- Jumps off a low object with both feet on ground - Jumps over a small stationary object - Jumps forwards taking off and landing with 2 feet	- Goes up steps placing both feet on one step at a time - Climbs up apparatus using 2 feet - Climbs above their head height
YR CP1 (Dec)	- Progresses towards a more fluent style of moving, with developing control and grace.	- Stops a bike/scooter effectively using brakes or feet - Pedals, scoots and maintains balance down a slight incline	- Walks along a low , wide bench independently - Holds a controlled static balance on one leg	- Throws ball forwards 10ft in air - Catches a large ball between extended arms - Catches a large ball by bringing hands towards chest - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target	- Jump forward taking off & landing on 2 feet showing increasing control - Hops on one for 3 to 5 times	- Climbs up steps using alternative feet - Climbs up apparatus using 2 feet
YR CP2 (Feb)	- Moves around obstacles	- Pedals and scoots on 2 wheeled scooter for a few metres on flat ground - Can brake at a specific point with control	- Walk along a low, narrow bench or beam	- Hits a 2ft target from 5ft away with a tennis ball using underarm. - Throw tennis ball underarm at least 10ft using trunk rotation and opposing arm/leg mvts - catches a tennis ball form 5ft away using only hands - Bounces a tennis ball on the floor & catch with 2 hands - Runs towards and kick a ball - Coordinates body to meet and kick a ball that is rolled to them from a distance	- Jumps and turns in the air - hops up to 10 times on alternative feet	- Performs different movements on equipment or trees such as swinging

	Spatial awareness	Bikes & Scooters	Balancing	Balls Skills	Jumping	Climbing
YR CP3 (May)	- Can gauge where a moving obstacle may be and move themselves appropriately before reaching it	- Follows a sensible distance behind another rider - Pedals and maintains balance while manoeuvring around obstacles - Follows a path set by another rider	Balances on an unstable surface with increasing control (eg wobble cushion	- Can usually hit a target from 12ft away using an overarm toss Throws with accuracy - Bounces a tennis ball on the floor and catch with one hand	- Skips rhythmically	- Confidently moves across an obstacle course or when in Forest school
ELG (June)	Negotiate space and obstacles safely, with consideration for themselves and others		Demonstrate strength, balance and co-ordination		Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing	
	Provision Large scale mark making, ribbons and scarves, balance bikes, pedal bikes, scooters, large blocks, tyres, outdoor space		**Provision** Obstacle course equipment, large scale building (blocks, den making) PE equipment eg different beanbags, sizes of ball, benches, wobble cushions and stilts PE lessons		**Provision** Outdoor provision – bikes, scooters, large construction, skipping ropes, stepper, playground markings Forest School	

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Fine Motor Skills

	Pencil & Brush Control	Scissor Control	Cutlery Skills	Drawing Skills (also see Pencil & Brush Control)
Preschool & Baseline	- Uses a comfortable grip with good control - Shows a preference for a dominant hand .	- Holds scissors, often with 2 hands, learning to open/close blades - Opens /closes blades but not ready to use on paper yet - Starts snipping paper (making snips) - Pivots from shoulder and elbow	- Uses a spoon effectively - Uses a fork to stab food - Spoon cereal from container	- Uses a variety of drawing tools to mark make with some control - Draws in different directions - Draw faces with features and draws enclosed spaces and gives meaning - Uses lines and shapes - Make simple representations of events, people, animals and objects
YR CP1 (Dec)	- Uses a dominant hand - May mark make in palmer grip - Mark makes in different directions - Make repeated marks on paper - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes the use multiple mvts (x) - Start to move towards tripod grip	- Snips paper moving forwards - Uses helping hand to hold and help to guide the paper (non-dominant hand) - Cuts a curved line	- Uses a knife to cut soft food such as banana, holding knife correctly and using one hand	- Draw potato people (no neck or body) - Demonstrates more control - Draws with detail (bodies with sausage limbs and additional features) - Draw bodies of an appropriate size for what they're drawing.
YR CP2 (Feb)	- Use core muscle strength to achieve good posture - Holds and uses pencils confidently	- Cuts circle shapes – 6 inch diameter – gradually getting closer to the line - Cuts square shape	- Can spread using a knife - Cuts a variety of foods, holding the knife correctly, using one hand to steady the food (bridge technique)	- Draws objects and creatures in proportion to each other (eg elephant bigger than dog) - Spends a sustained amount of time on one product - Looks closely at lines, shapes size and patters when producing an obs drawing - Begin to draw self portraits, landscapes and buildings / city scapes
YR CP3 (May)	- Dvp the foundations of an appropriate handwriting style - Hold pencil effectively - tripod grip - Form letters mostly accurately using the correct movements (shoulder pivot)	- Cuts complex shapes such as figures	- Uses a fork to hold food still while cutting with knife - Uses a knife and fork independently	- Identifies key features of living things - Looks closely at lines, shapes size and patterns when producing obs drawings - Drawings show finer details - Draw self portraits, detailed pics landscapes and buildings / city scapes
ELG (June)	Hold a pencil effectively in preparation for writing (nearly always tripod grip)	Use a range of small tools eg scissors, paint brushes, cutlery		Begin to show accuracy and care when drawing

	Provision Threading, cutting, weaving, playdough, nuts/bolts and screw, using hands for buttons and zips, screw lids, water squirters, squeezing bottles, locks and keys, linking toys, elastic band boards, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, Lego, soft balls/stress balls, hole punches, stampers, different size paint brushes, split pins, tweezers Dough Gym, Funky Fingers, Handwriting within phonics and stand alone, Message Centre, Drawing Club	**Provision** Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games A variety of card, paper, shapes, pictures and materials to cut.	**Provision** Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times	**Provision** Art station with materials to allow independent art Opportunities to practise art e.g. mud mark making to bring the skills back for pencil control

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	**2-3 YEARS**	**3-4 YEARS**	**4-6 YEARS**								**6-7 YEARS**
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.