

EYFS Progression of skills and assessment checkpoints - **Physical Development**





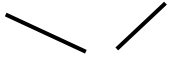

Fine motor skills – linked to writing

Gross Motor skills – linked to P.E/outdoor learning

Fine Motor skills

<p>Birth-Three Enjoy drawing freely. . Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. HANDWRITING Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-</p>	<p>Three- Four Years . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page. • Write some or all of their name. . HANDWRITING Begin to use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4</p>	<p>Reception . Form lower-case and familiar capital letters correctly. WRITE. Rec . Spell words by identifying the sounds and then writing the sound with letter/s. WRITE. Rec . Re-read what they have written to check that it makes sense. Rec . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. WRITE. Rec HANDWRITING Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS. Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS.</p>	<p>Gross Motor Skills ELG</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>Fine Motor Skills ELG:</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.
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<p>STAGE 1- Core strength and posture</p>	<p>Use a prone position (Tummy time) laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.</p>	<p>Slide forwards and backwards on my chair, as I begin to sit on it. The adult gives support by pushing my chair in and modelling and reminding me how to sit.</p>	<p>Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.</p>	<p>Sit up tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.</p>
<p>STAGE 1- Fine motor – wrist – arm and</p>	<p>Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting</p>	<p>Pivot my elbow for large-scale movements from side-to-side and up and down.</p>	<p>Pivot my wrist for smaller scale movements to grasp and grip</p>	<p>Isolate and move different fingers, e.g. show finger numbers, use identified</p>

finger strength dexterity.			Elbow takes over more work from the shoulder.		small-scale marks with finer tools.		fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.					
STAGE 1- Holding a pencil	Hold the pencil in a palmar or digital grip. Swapping and testing hands.		Develop a pincer grip. I may still be determining which hand to use.		Sometimes hold a pencil correctly with support.		Consistently use a dominant hand.		Hold a pencil with a tripod pincer grip.		Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.	
Hand dominance												
Writing symbols. 8 figures of Visual Motor Integration)(VMI)	I can record a straight vertical line. (2 years) 	I can record a horizontal straight line. (2 ½ years) 	I can record a circle. (3 years) 	I can record a vertical cross. (3 ½ - 4 years) +	I can record a square. (4 years) 	I can record diagonal lines to the left and right. (4 ½ ys) 	I can record a cross using diagonal lines. (4 years 11 mths). X	I can record a triangle. (5 years 3 months) 				
STAGE 2- 2) NAME-	make an attempt at my name.		form some letters in my name.		form most letters of my name.		form the letters for my first name correctly.		Form the letters for my full name correctly.			
3) LETTER FORMATION-	Correctly form some letters from Phase 2 and name.			Correctly forming most letters from the 26 in the alphabet.			Correctly forming all of the 26 letters from the alphabet.					
4) SIZING-	Begin to reduce the size of my letters.			Record letters with some consistency of size and neatness.			Record small, neat and consistently sized letters					
5) ORIENTATION-	Begin to sit some letters on the line.		Sit most letters onto the line.					Orientate and form all letters as curly caterpillar letters, long ladder letters, one arm robot and zig zag letters.				

Gross Motor skills

<p>Birth-Three</p> <ul style="list-style-type: none"> Fit themselves into spaces, like tunnels, dens and large boxes, and move around them. <ul style="list-style-type: none"> Enjoy starting to kick, throw and catch balls. Build independency with a range of appropriate resources. Run, jump and climb 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. 	<p>Three- Four Years</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and balls skills. <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. <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. 	<p>Reception</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing. PD.REC Progress towards a more fluent style of moving, with developing control and grace. PD.REC. (balance, stillness, climb higher, fun further) Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical 	<p>Gross Motor skills- ELG .</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>GMS. ELG</p>
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		<p>. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>DANCE- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>. Match 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.</p> <p>. 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.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 		<p>disciplines including dance, gymnastics, sport and swimming. PD.REC. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes)</p> <p>. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD.REC</p> <p>. Combine different movements with ease and fluency. PD.REC (obstacle courses- change speed/ direction)</p> <p>. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD.REC</p> <p>. Develop overall body-strength, balance, co-ordination, and agility.</p> <p>GAMES. Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming.</p> <p>GAMES• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. GMS. ELG • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. GMS. ELG
Running. Jogging and skip	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large soft balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.

Catching	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls	Catch a large soft ball in two hands. Cradle ball into chest. Individual.	Catch a large soft ball in the palms of hands and fingers Cradle into chest. Individual.	Catch larger balls when throwing and catching with a partner from short distances. Pair/ Group work	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
Rolling	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	
Bat and striking	Hold a bat or racquet.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.	Use a bat or racquet to hit a <u>large</u> target on a stand.	Use a bat or racquet to hit a <u>small ball</u> on a stand.	Use a bat or racquet to hit a slow, moving ball.	
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
Kicking	Use foot to tap a large static ball.	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.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.
Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.

Dancing- Movement	I can move to music.	I can copy basic actions.	I can learn short routines, beginning to match pace.	I can learn longer routines, beginning to match pace.	I can put a sequence of actions together.
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Gymnastics – Travelling at different levels	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.		PHYS. DEV. GMS – ELG Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Gymnastics – Balancing	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.	