

Physical Development Progression

Pre-School	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor 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 Fine Motor 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							
Progression of skills and knowledge	N1 <ul style="list-style-type: none">• Begin to climb up equipment more confidently• Engage in ball games (rolling, throwing, kicking)• Hold and use tools/equipment with more control• Begin to hold tools/equipment with fingers		N1 <ul style="list-style-type: none">• Begin climbing over and under climbing equipment• Climb up and down equipment with more speed• Become more confident at throwing and catching balls• Hold and use tools/equipment with more control• Begin to draw circles and lines using gross motor skills		N1 Run in and out of people/obstacles Begin to play a ball game with a peer Begin to thread onto a pipe cleaner Begin to use tripod grip to hold writing tools		
	<ul style="list-style-type: none">• Steers a wheeled toy with hands and attempts to pedal trike• Goes up steps and stairs, or climbs up apparatus, using alternate feet.• Builds towers using several small connecting bricks• Manipulates puzzle pieces to complete an inset jigsaw	<ul style="list-style-type: none">• Beginning to link two movements together e.g. run and jump• Jumps from apparatus landing appropriately• Threads onto a shoelace	<ul style="list-style-type: none">• Hops up and down with adult support (action-circle time games)• Runs skilfully, adjusting speed and direction to avoid obstacles• Use one handed tools and equipment, for example, making snips in paper with scissors.	<ul style="list-style-type: none">• Pedals a tricycle• Shows control in holding and using books, hammers and mark making tools• Makes consecutive cuts in self-held paper	<ul style="list-style-type: none">• Moves freely with confidence in a range of ways• Pours, sieves and digs with control	<ul style="list-style-type: none">• Travels with confidence and skill around, under, over and through• Cuts simple shapes and manipulates a conventional pair of scissors• Manipulates puzzle pieces to complete a simple jigsaw	
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport 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, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
	Planning	Gross Motor <ul style="list-style-type: none">- Wake up shake up twice a day before sitting for circle time.- Indoor construction (mega blocks)- Large scale mark making outside (chalks water painting, large scale painting) Fine Motor <ul style="list-style-type: none">- Provide crayons for children to draw who lives in their house and too draw their facial features.- Provide facial feature stickers for the children to peel off- Playdough faces Sensory activities <ul style="list-style-type: none">- Sand- Water (outdoors)	Gross Motor <ul style="list-style-type: none">- Wake up shake up twice a day before sitting for circle time.- Indoor construction (mega blocks)- Large scale mark making outside (chalks)- Leaf and tree bark rubbing.- Moving our bodies in the wind. Move fast and slow.- Scooping Pumpkins- Indian sticks or scarfs dancing.- Musical statues and musical bumps (party games) Fine Motor <ul style="list-style-type: none">- Punch holes in fallen leaves to create leaf garlands.- Playdough hedgehog with natural resources- Tweezers and pegs to collect the spiders- Making rocket shapes and fire work pictures with the peg boards- Writing name in Christmas card Sensory activities <ul style="list-style-type: none">- Coloured Rice- Jelly play (children's interests hidden inside)- Ice , Polystyrene shapes (Christmas tuff spot)- Reindeer soup (children to chop, mix and stir , cooked and raw vegetables and water)	Gross Motor <ul style="list-style-type: none">- Jump out of bed song twice a day before sitting for circle time.- Indoor construction (Duplo)- Large scale mark making outside (chalks)- Running races outside - Gingerbread Man Fine Motor <ul style="list-style-type: none">- Using tweezers, pom-poms to decorate a gingerbread man/snowman- Playdough- Decorate Gingerbread man Sensory activities <ul style="list-style-type: none">- Cloud dough (shaving foam and sand)- Oats	Gross Motor <ul style="list-style-type: none">- Jump out of bed song twice a day before sitting for circle time.- Indoor construction (Duplo)- Large scale mark making outside (chalks)- Move like a spring animal- Selecting the tools that they need to carry out a task, such as selecting a trowel to dig- Making rice crispy cakes -Stirring, scooping Fine Motor <ul style="list-style-type: none">- Threading artificial flowers on stalks into kitchen colanders.- Using scissors - to make a flower- Scoop scissors available for bug hunts- Playdough – build a caterpillar Sensory activities <ul style="list-style-type: none">- Compost, plant pots and flowers (outside)- Cornflour	Gross Motor <ul style="list-style-type: none">- Cardio time twice a day before sitting for circle time- Large scale mark making outside (chalks water painting, large scale painting)- Indoor construction (flower construction)- Butterfly dance- Selecting the tools that they need to carry out a task, such as selecting a trowel to dig- Parachute games. Fine Motor <ul style="list-style-type: none">- Threading artificial flowers on stalks into kitchen colanders.- Using scissors - to make a flower- Scoop scissors available for bug hunts- Playdough – Make a flower mats Sensory activities <ul style="list-style-type: none">- Compost, plant pots and flowers (outside)- Sand, Water (outdoors)	Gross Motor <ul style="list-style-type: none">- Cardio time twice a day before sitting for circle time.- Large scale mark making outside (chalks water painting, large scale painting)- Indoor construction (flower construction)- Large-wheeled toys around the marked out road area, changing speed and direction.- Parachute games.- Sports day races- Bear hunt Fine Motor <ul style="list-style-type: none">- Using scissors - to cut out streamers to attach to the handlebars of bikes and scooters- Playdough – making marks with wheeled toys Sensory activities <ul style="list-style-type: none">- Sand, Water (outdoors)

Physical Development Progression

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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor ELG 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>Fine Motor ELG 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 						
Progression of skills and knowledge	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Combine different movements with ease and fluency	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
	Changing in and out of PE kit			Cooperation in team games Tactical element of sport – decision making of direction and movement	Develop the foundations of a handwriting style which is fast, accurate and efficient. Changing direction and speed	Hand-eye coordination hand-eye
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</p> <p>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, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						
Planning	Morning movement sessions and afternoon yoga/animal positions for core strength Big Moves sessions for those identified Trike and scooter practise Correct pencil grip Correct scissor control PE focus: Invasion games	Morning movement sessions and afternoon yoga/animal positions for core strength Park trip (road safety, zip line, hill rolling) Trike and scooter practise Threading and sewing PE focus: Dance and Gymnastics	Balance bike practise Correct utensil control, including knife use PE focus: Ball skills	Sea Life Centre trip (road safety, stranger danger, animal safety) PE focus: Team games	PE focus: Athletics (Fundamental movement)	My Well-Being PSHE sessions: Lesson 1: What is exercise? Lesson 2: Yoga and relaxation Lesson 3: Looking after ourselves Lesson 4: Being a safe pedestrian Lesson 5: Eating healthily Lesson 6: A rainbow of food PE focus: Racket sport
	Monday making playdough and Woodland sessions Friday gardening sessions and trim trail Large scale letter formation Continuous Provision Large scale mark making (chalks and powder paint on floor, easels) Climbing frame at lowest levels Outdoor large construction Junk modelling Indoor construction (LEGO) Sandpit Tree climbing and mini forest weaving Mud kitchen Playdough/clay work Fine motor specific activities (peg boards, threading, cutting) for must do activity		Continuous Provision Throwing games (skittles, hoop/beanbags) Obstacle courses Large scale mark making (chalks and powder paint on floor, easels) Climbing frame at medium levels Outdoor large construction Junk modelling Indoor construction (LEGO) Sandpit Tree climbing Mud kitchen Playdough/clay work Pencil control sheets for must do activity		Continuous Provision Yoga area within classroom/Peace Garden yoga Throwing games (skittles, hoop/beanbags) Obstacle courses Large scale mark making (chalks and powder paint on floor, easels) Climbing frame at lowest levels Outdoor large construction Junk modelling Indoor construction (LEGO) Sandpit Tree climbing and mini forest weaving Mud kitchen Playdough	
Vocabulary	Movement language and preposition	Balance Sequence Tuck Travel Point Straddle Apparatus	Football Kick Dribble Control Target Pass Hit	Team Groups Pass		Tennis Racket Roll Net