




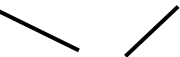




**EYFS Progression of skills and assessment checkpoints - Physical Development**

Fine Motor skills			
<b>Birth-Three</b> <b>HANDWRITING</b> Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-	<b>Three- Four Years</b> <b>HANDWRITING</b> .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	<b>Reception</b> correspondences using a capital letter and full stop. WRITE. Rec <b>HANDWRITING</b> 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.	<b>HANDWRITING</b> . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. <b>FMS. ELG</b>

	Nursery Baseline	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2  Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile  Year 1 Baseline
<b>Core strength and posture</b>	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	I can sit on my bottom during carpet time sessions. I am developing some core stability.	I can sit on my bottom, on the floor with legs out or crossed. I am demonstrating age appropriate core strength.	I can sit on a chair, facing the correct way, feet on the floor.	I am remembering to push my chair under the table and I am beginning to sit up straight as I write with some prompting.	I am remembering to push my chair under the table and I am beginning to sit up straight as I write.	I can sit at the table with my feet on the floor (90-90-90 position)
<b>Fine motor – wrist – arm</b>	I can participate in shoulder activities to develop my shoulder strength.	I can pivot my shoulder using upper body strength, e.g.swinging, pushing and lifting.	I can pivot my elbow for large scale movements from side to side and up and down. My elbow takes more work than the shoulder.	I am beginning to pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	I can pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	I can isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.	I can isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.
<b>Holding a pencil</b>  <b>Hand dominance</b>	I can hold the pencil in a palmar or digital grip. Swapping and testing hands.	I am developing a pincer grip. I may still be determining which hand to use.	I am developing a pincer grip. I am beginning to have a dominant hand.	I can sometimes hold a pencil correctly with an adult reminder. I consistently use a dominant hand.	I can sometimes hold a pencil correctly with support.	I can hold a pencil with a tripod pincer grip.	I can correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.
<b>Writing symbols.</b>  (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) 

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Gross Motor skills			
<p><b>Birth-Three</b></p> <p>Lift their head while lying on their front. PD.B-3</p> <p>Push their chest up with straight arms. PD.B-3</p> <p>Roll over: from front to back, then back to front. PD.B-3</p> <ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside. PD.B-3</li> </ul> <p>Sit without support. PD.B-3</p> <p>Begin to crawl in different ways and directions. PD.B-3</p> <p>. Pull themselves upright and bouncing in preparation for walking. PD.B-3.</p> <p>. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. PD.B-3</p> <p>. Clap and stamp to music. PD.B-3</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. PD.B-3</p> <ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls. PD.B-3</li> <li>• Build independency with a range of appropriate resources.</li> </ul> <p>. Begin to walk independently- choosing appropriate props to support at first. PD.B-3</p> <p>. Walk, run, jump and climb- and start to use the stairs independently. PD.B-3</p> <p>. Spin, roll and independently use ropes and swings (for example, tyre swings). PD.B-3.#</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle. PD.B-3</p>	<p><b>Three- Four Years</b></p> <p>. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4</p> <ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> <p>. Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4</p> <p><b>DANCE-</b> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4</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. PD.3-4</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. PD.3-4</p> <ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4</li> </ul>	<p><b>Reception</b></p> <p>. Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing. PD.REC</p> <p>. Progress towards a more fluent style of moving, with developing control and grace. PD.REC. (balance, stillness, climb higher, fun further)</p> <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, 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. PD.REC</p> <p><b>GAMES.</b> Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. PD.REC</p> <p><b>GAMES•</b> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD.REC</p>	<p><b>Gross Motor skills- ELG .</b></p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others. GMS. ELG</b></p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing. GMS. ELG</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. GMS. ELG</li> </ul>

	Nursery Baseline	Nursery End of Autumn 2	Nursery End of Spring 2	Nursery End of Summer 2  Reception Baseline	Reception End of Autumn 2	Reception End of Spring	Reception EY Profile  Year 1 Baseline
<b>Running. Jogging and skipping</b>	I can jog with my knees up on the spot.	I can jog in a straight line and change direction. Hold good posture and balance.	I can run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	I can run in a straight line.	I can run/sprint in a straight line and change direction. Shuttle Run.	I can skip with alternate feet.	I can travel at different speeds on command or need. Select the appropriate speed, pace and distance for running.
<b>Throwing</b>	I can explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	I can throw large balls and beanbags overarm.	I can throw large balls and beanbags overarm.	I can throw smaller balls and bean bags overarm.	I can throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	I can throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	I can 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.
<b>Catching</b>	I can explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls - Use these first.	I can explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls - Use these first.	I can catch a large soft ball in two hands. Cradle ball into chest. <b>Individual.</b>	I can catch a large soft ball in the palms of hands and fingers Cradle into chest. <b>Individual.</b>	I can catch larger balls when throwing and catching with a partner from short distances. <b>Pair/ Group work</b>	I can catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	I can drop catch smaller balls after bouncing on the floor.  I can increase the distance for catching and speed ball is travelling. Increase accuracy.
<b>Rolling</b>	I can roll balls and equipment over and around body without dropping.	I can roll large balls and equipment e.g. tyres to large targets.	I can roll large balls to a friend / cones/ skittles along the floor - short distance.		I can increase the rolling distance to the target.	I can roll small balls to a friend / cones/ skittles along the floor - short distance.	I can increase the rolling distance to the target.
<b>Jumping and landing</b>	I can bend knees. bob up and down and keep my balance on the spot.	I can jump on the spot with two feet together and land safely.	I can jump with two feet together and jump forwards and backwards.	I can jump forwards on two feet, increasing control over distance and height.	I can jump from two feet to one foot keeping my balance. Hopscotch	I can hop on one foot to the opposite foot and then to the same foot, landing safely.	I can combine a sequence of 2-3 jumps with fluency and control in taking off and landing.

<b>Gymnastics – Travelling at different levels</b>	I can explore sliding, crawling, walking, running, jumping and skipping on the floor.	I can explore sliding, crawling, walking, running, jumping and skipping on the floor.	I can explore sliding, crawling and crawling along low gymnastic equipment such as benches.	I can safely walk, crawl, slide, climb up and jump over equipment.	I can explore travelling safely at different levels by moving in high and low shapes across a balance trail.	I can explore travelling safely at different levels by moving in high and low shapes across a balance trail.	<p>I can negotiate spaces and obstacles safely with consideration for myself and others.</p> <p>I can demonstrate strength, balance and coordination when working on the floor and gymnastic equipment.</p> <p>I can move energetically, such as running, jumping, dancing, skipping and climbing.</p>
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				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.		<p><b><u>PHYS. DEV. GMS – ELG</u></b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>- Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment.</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<b>Gymnastics – Balancing</b>	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.	