







Physical Development

Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Dressing</p> <ul style="list-style-type: none"> • Take off own coat • Pull down garments to use toilet • Put on shoes without fastening (may be wrong foot) • Pull zips up and down, but may need help to insert or separate • Take t-Shirt and jumper on/off independently but may be back to front • Pull up garments independently 	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Dressing</p> <ul style="list-style-type: none"> • Put on socks and shoes correctly • Fasten zips independently • Dress and undress independently but may still need help with small buttons and laces • Clothing may still be put on back-to front on occasion 	<p>Gross Motor Skills:</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>Riding a bike</p> <ul style="list-style-type: none"> • Can 'walk' a balance bike • Can use feet to scoot a balance bike and maintain balance • Can maintain balance while manoeuvring around corners 	<p>Riding a bike</p> <ul style="list-style-type: none"> • Can stop a bike effectively using brakes • Can pedal and maintain balance for a few feet down a slight incline • Can pedal and maintain balance for a few feet on a flat surface • Can pedal and maintain balance while manoeuvring around obstacles 	<p>Gross Motor Skills:</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>Ball skills</p> <ul style="list-style-type: none"> • Toss a ball • Begin to throw ball overhand • Throw ball underhand • Throw ball forward in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition • Catch a ball by chasing- does not necessarily respond to aerial ball • Catch a large ball between extended arms • Catch a large ball by bringing hands in towards chest • Use foot to tap static ball a small distance • Kick ball with one foot while swinging opposite arm • Direct kick to knock down a tower • Walk towards and kick a ball 	<p>Ball skills</p> <ul style="list-style-type: none"> • Hit target from 5ft away with a tennis ball using underhand toss • Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements • Can usually hit a target from 12ft away using an overhand • Bounce a large ball • Bounce and catch a large ball using 2 hands • Catch a tennis ball from 5 feet using only hands • Run towards and kick a ball • Coordinate body to meet and kick a ball that is rolled to them from a distance 	<p>Gross Motor Skills:</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>Balance</p> <ul style="list-style-type: none"> • Stand on tiptoes • Stand on one foot for 2 seconds • Walk along a chalk line 	<p>Balance</p> <ul style="list-style-type: none"> • Walk along a low, wide balance beam • Hold a controlled static balance on one leg • Walk along a low narrow balance beam 	<p>Gross Motor Skills:</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>Jumping</p> <ul style="list-style-type: none"> • Jump off a low object with both feet off the ground • Jump over a small stationery object • Jump forward, taking off and landing on 2 feet 	<p>Jumping</p> <ul style="list-style-type: none"> • Hop on one foot 3 to 5 times • Jump and turn in the air • Hop up to 10 times on alternate feet 	<p>Gross Motor Skills:</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>Using tools</p> <ul style="list-style-type: none"> • Pour from one container to another • Explore a range of tools – spoons, spades, paintbrushes, etc • Use one-handed tools, for example, making snips in paper with scissors • Use a spoon to pick up food and put in mouth • Stab food using a fork • Spoon cereal from container to dish with little spilling 	<p>Using tools</p> <ul style="list-style-type: none"> • Use scissors to cut paper in half • Use scissors to cut around a shape on paper • Use a knife to cut soft food like bananas and strawberries • Spread using a knife • Cut using a knife 	<p>Fine Motor Skills</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.
<p>Pencil grip</p> <ul style="list-style-type: none"> • Palmer grasp  <ul style="list-style-type: none"> • Digital pronate grasp 	<p>Pencil grip</p> <ul style="list-style-type: none"> • 4 finger grasp  <ul style="list-style-type: none"> • Static tripod grasp 	<p>Fine Motor Skills</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.
<p>Independence</p> <ul style="list-style-type: none"> • Children work independently to develop basic skills • Start to make up their own physical games 	<p>Independence</p> <ul style="list-style-type: none"> • Collaborate with others to devise team games and manage resources 	<p>Fine Motor Skills</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.

<p>Mark making expectations 3 – 4 years:</p> <ul style="list-style-type: none"> • Copies a horizontal line • Copies a vertical line • Copies a circle • Imitates + • Imitates / and \ • Imitates a square <p>4 -5 years:</p> <ul style="list-style-type: none"> • Copies a + • Traces a line • Copies a square • Copies a / and \ • Imitates X • Imitates Δ 	<p>Mark making expectations 4 -5 years:</p> <ul style="list-style-type: none"> • Copies a + • Traces a line • Copies a square • Copies a / and \ • Imitates X • Imitates Δ <p>5 -6 years:</p> <ul style="list-style-type: none"> • Grasps pencil in writing position Copies X • Copies Δ • Recognises between a big and small line or curve 	<p>Fine Motor Skills</p> <p>-hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>-use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>-begin to show accuracy and care when drawing.</p>
<p>Resources (not limited to): Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches</p>	<p>Resources (not limited to): T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils</p>	<p>Resources (not limited to): Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils</p>