



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

Fine motor skills – linked to writing

Gross Motor skills – linked to P.E

Fine Motor skills

Links to the curriculum content:

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-

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 'm' for mummy. WRITE.3-4
• Write some or all of their name. WRITE.3-4
Write some letters accurately. WRITE.3-4

HANDWRITING

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

Reception

Form lower-case and 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.

Writing- ELG .

Write recognisable letters, most of which are correctly formed.
WRITE.ELG
• Spell words by identifying sounds in them and representing the sounds with a letter or letters. **WRITE.ELG**
• Write simple phrases and sentences that can be read by others. **WRITE.ELG**
HANDWRITING
Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. **FMS. ELG**

What will this look like in our classroom and our learning activities? Include resources needed and outline of the activities.

Autumn Indoor Malleable

Children will:
Explore dough using their hands to manipulate the dough in different ways; poke, push, squeeze, grasp.

Autumn Indoor Malleable

Children will:
Manipulate dough or salt dough in different ways using hands to create shapes in the dough, flatten and roll it and using flat dough cutters and dough prints. Children will squeeze, twist, pat and press the dough.

Autumn Indoor Malleable:

This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. "Things" are made and destroyed. Children will make simple recognisable forms with more detail such as mouth and eyes. Using embellishments (e.g. pipe cleaners, matchsticks, buttons, nuts and bolts to add detail to their creation.

Threading

Use a variety of smaller items to thread; pieces of straw, buttons, leaves, food items etc.

Use hands and fingers to explore tray mark making in gloop. <u>Threading</u> Stacking objects e.g. rings, shapes onto a vertical post. Move to doweling and curtain rings and pasta tubes. <u>Bi lateral co-ordination</u> Gross motor co-ordination activities; Bubble Pop – pop bubbles by accurately clapping hands together. Tearing paper into strips length ways <u>Writing</u>	Children will use tools to explore the gloop, such as spoons of different sizes, sieves and rakes. <u>Threading</u> Start with large rigid rings and a sturdy pole when your child is first learning to thread horizontally. Curtain rings and a wooden spoon are ideal when starting out. Make threading posts horizontal and continue similar activities from birth to three. Make fruit kebabs on skewers. Try using a range of materials for the pole such as pipe cleaners, leather laces, bungee rope, thick string or cable ties. Your child will find a rigid material easier to thread with when they are learning. <u>Bi lateral co-ordination</u> Gross motor co-ordination activities; Bubble Pop – blow bubbles to both sides of the body to address midline crossing. Tearing strips of paper in a horizontal direction. <u>Writing</u>	<u>Bi lateral co-ordination</u> Gross motor co-ordination activities; Bubble Pop – pop bubbles by accurately clapping hands together; tip and balance on a rocking board while clapping, poke bubbles with pointed index fingers. <u>Writing</u> Show preference for a dominant hand. Use and hold a pencil effectively with correct grip. Freely mark make and draw, consolidating composition of lines and circles. Form cross & square Beery shapes. + □ Form diagonal and x cross Beery Shapes. / \ X Begin to form recognisable letters. Write name using correct letter formation including capital letter.
--	--	---

	Freely mark make/draw using a variety of media. Make vertical lines, top to bottom. Make horizontal lines, left to right. Begin to use a comfortable grip with some control when holding pens and pencils. Make a mark to represent names. Begin to make a mark to represent other words. Write initial letter of name independently.	
Autumn Outdoor <u>Bi lateral co-ordination</u> Bouncing equipment – use a large gym ball with feet flat on the floor and arms on your lap. Sand and water; filling containers.	Autumn Outdoor <u>Bi lateral co-ordination</u> Use a large gym ball and bounce up and down with feet flat on the floor. Use a trampette without holding onto a handle to bounce up and down. Sand and water; filling and emptying containers. Jump from one foot to two feet. Hopscotch motion.	Autumn outdoor <u>Bilateral co-ordination</u> strength, balance, co-ordination and agility through obstacle courses, climbing and wheeled toys. Practise running, stopping and changing direction safely, negotiating space and obstacles with increasing control. Develop ball skills through rolling, throwing, catching, kicking and aiming at large targets. Use large-muscle movements and activities that encourage crossing the midline, bilateral co-ordination and core stability.

Spring Indoor Malleable: <u>Bi lateral co-ordination</u> Balloon fun; using both hands together, throw the balloon into the air.	Spring Indoor Manipulate dough or salt dough using their hands and simple tools. They will join different sized and shaped pieces of dough together and add their own designs such as holes, lines, matchsticks, eyes, wool, sequins etc. <u>Threading</u> Use a variety of large item objects to thread; ribbon reels, pool noodles cut into smaller slices of approx. 3-4cm in thickness. <u>Bi lateral co-ordination</u> Balloon fun; using both hands together, throw the balloon into the air and catch it when it falls back down. <u>Writing</u> Handle a range of small equipment – indoors and outdoors. Use a comfortable grip with some control when holding pens and pencils. Begin to form new Beery shape – horizontal/vertical cross.  Begin to write name with some recognisable letters using name card. Use some symbolic shapes and begin to use some print and letter knowledge (from name) in mark making/early writing and ascribe meaning. Mark make/write for a purpose.	Spring Indoor Malleable <u>Threading</u> Use shoelaces to thread in different contexts; items to be threaded onto a shoelace or threading a shoelace through a base board with varying sizes of holes. <u>Bi lateral co-ordination</u> Balloon fun; using both hands together, throw the balloon into the air and then keep the balloon afloat by repeatedly hitting it with open hands, bat it repeatedly with both hands clasped together in one large 'fist'. <u>Writing</u> Consolidate effective pencil grip Consolidate the following Beery shapes:  Attempt to form all letter families correctly; long ladder, one-armed robot, curly caterpillar, zig-zag Write name using correct letter formation including capital letter. Begin to write surname. Attempt to include spaces between each word. Begin to use capital letter and full stop. Write simple common exception words linked to phonics programme. Begin to write a simple sentence/caption.
--	--	--

Spring Outdoor <u>Bi lateral co-ordination</u> Use a large gym ball and bounce up and down with feet flat on the floor. Use a trampette whilst holding onto a handle to bounce up and down. Use wooden blocks to make a tower by stacking pieces on top of one another.	Spring Outdoor <u>Bi lateral co-ordination</u> Use a large gym ball and bounce up and down with feet flat on the floor, move to bounce, bounce, stop. Use a trampette to bounce, bounce, stop in a sequence. Jump with two feet together in different directions; forwards, backwards, sideways. Use Duplo to build towers and join pieces together.	Spring Outdoor Refine fundamental movement skills: running, jumping, hopping, skipping and climbing with increasing fluency and control. Combine movements in simple sequences and obstacle courses, changing speed and direction and finishing in balance and stillness. Further develop ball skills including throwing, catching, kicking, passing, batting and aiming, with increasing accuracy. Use a range of large apparatus and wheeled equipment confidently and safely, alone and with others.
Summer Indoor <u>Malleable</u> Children will: Manipulate dough or salt dough in different ways using hands to create shapes in the dough, flatten and roll it and using flat dough cutters and dough prints. Children will squeeze, twist, pat and press the dough.	Summer Indoor <u>Malleable</u> This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. "Things" are made and destroyed. Children will make simple recognisable forms with more detail such as mouth and eyes. Using embellishments (e.g. pipe cleaners, matchsticks, buttons, nuts and bolts to add detail to their creation. <u>Threading</u> Move to using a variety of smaller items to thread; pieces of straw, buttons, leaves, food items etc.	Summer Indoor Standing forms and objects attention to the details making balls and three-dimensional shapes designs that have patterns and repetitions. Using basic forms to create people and things in vertical position. The playdough becomes more clay-like as children build and create people, dogs, and other things from not only their imagination but their daily lives. Using clay rather than dough at this stage. <u>Threading</u> Work on using threading in real life contexts; buttons and zip fastenings. Using a button sewn onto the end of a piece of ribbon, thread the ribbon through felt squares with a slit cut into them, <u>Writing</u>

Children will use tools to explore the gloop, such as spoons of different sizes, sieves and rakes. <u>Threading</u> Start with large rigid rings and a sturdy pole when your child is first learning to thread horizontally. Curtain rings and a wooden spoon are ideal when starting out. Make threading posts horizontal and continue similar activities from birth to three. Make fruit kebabs on skewers. Try using a range of materials for the pole such as pipe cleaners, leather laces, bungee rope, thick string or cable ties. Your child will find a rigid material easier to thread with when they are learning.	<u>Writing</u> Make a horizontal/vertical cross Beery shape. Use a comfortable grip with some control when holding pens and pencils. Begin to form a square (Beery shape). Use some symbolic shapes and use some print and letter knowledge in mark making/early writing and ascribe meaning. Continue to mark make/write for a purpose.	Consolidate the following Beery shapes: + □ / \ x Form all letter families correctly; long ladder, one-armed robot, curly caterpillar, zig-zag Write name using correct letter formation including capital letter. Attempt to write surname with increasing confidence and accuracy. Include spaces between each word. Use capital letter and full stop correctly within sentences. Write simple common exception words linked to phonics programme. Begin to write a simple sentence/caption.
--	---	--

Bi lateral co-ordination

Gross motor co-ordination activities;
Bubble Pop – blow bubbles to both sides of the body to address midline crossing.

Tearing strips of paper in a horizontal direction.

Writing

Freely mark make/draw using a variety of media.

Begin to make vertical lines, top to bottom.

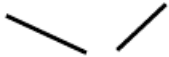
Begin to make horizontal lines, left to right.

Begin to use a comfortable grip with some control when holding pens and pencils.

Begin to make a mark to represent names.

Begin to make a mark to represent other words.

Begin to write initial letter of name independently.			
Summer Outdoor <u>Bi lateral co-ordination</u> Jump from two feet to two feet. Push a weighted object along. <u>Bi lateral co-ordination</u> Use a large gym ball and bounce up and down with feet flat on the floor. Use a trampette without holding onto a handle to bounce up and down. Sand and water; filling and emptying containers. Jump from two feet to two feet.		Summer Outdoor <u>Bi lateral co-ordination</u> Push and pull weighted objects; e.g prams/shopping trolley/wheel barrows.	Summer Outdoor Move confidently and energetically in different ways, including running, jumping, hopping, skipping, dancing and climbing. Negotiate space and obstacles safely, adapting speed, direction and movement in response to others and the environment. Demonstrate strength, balance and co-ordination through climbing, balancing, obstacle courses, games and large apparatus. Apply increasingly accurate ball skills in partner and group games, including throwing, catching, kicking, passing, batting and aiming.
STAGE 1- Core strength and posture	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.	Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.
			Sit up at 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.

STAGE 1- Fine motor – wrist – arm and finger strength dexterity.	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting		Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.		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.		
STAGE 1- Holding a pencil Hand dominance	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.		
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 <u>some</u> letters from Phase 2 and name.			Correctly forming <u>most</u> letters from the 26 in the alphabet.			Correctly forming <u>all</u> 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.		Sit all the letters on the line.		Orientate all letters as tall, middle or lazy letters.		
STAGE 3 6) JOINS -	Begin to make some simple letter joins e.g. digraphs from Phase 3, e.g. oo or ee.		Join to letters without ascenders, e.g. un um ig id ed eg an or ing ung		Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk			Third join- Horizontal joins; od pg re ve oon oom	

Gross Motor skills

Birth-Three Lift their head while lying on their front. PD.B-3 • Push their chest up with straight arms. PD.B-3 • Roll over: from front to back, then back to front. PD.B-3 • Enjoy moving when outdoors and inside. PD.B-3 . Sit without support. PD.B-3 . Begin to crawl in different ways and directions. PD.B-3	Three- Four Years . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4 • Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4 • Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4	Reception . 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)	Gross Motor skills- ELG . Negotiate space and obstacles safely, with consideration for themselves
--	--	---	--

. Pull themselves upright and bouncing in preparation for walking. PD.B-3. . Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. PD.B-3 . Clap and stamp to music. PD.B-3 Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. PD.B-3 • Enjoy starting to kick, throw and catch balls. PD.B-3 • Build independency with a range of appropriate resources. . Begin to walk independently- choosing appropriate props to support at first. PD.B-3 . Walk, run, jump and climb- and start to use the stairs independently. PD.B-3 . Spin, roll and independently use ropes and swings (for example, tyre swings). PD.B-3.# Sit on a push-along wheeled toy, use a scooter or ride a tricycle. PD.B-3						
• Use large-muscle movements to wave flags and streamers, paint and make marks. . Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4 DANCE- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4 . 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 . 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 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4						
. 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) . Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD.REC . Combine different movements with ease and fluency. PD.REC (obstacle courses- change speed/ direction) . Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD.REC . Develop overall body-strength, balance, co-ordination, and agility. PD.REC GAMES. Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. PD.REC GAMES• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD.REC						
and others. GMS. ELG • 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 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 - Use these first.	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 correctly.	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.
Skipping with a rope	Jump on the balls of your feet onto targets.	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly	Turn the skipping rope overhead and <u>step over</u> the rope.	Turn the skipping rope overhead and <u>jump over</u> the rope.	Confidently skip forwards with the rope, extending to backwards when ready.	

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.		
Dancing-Interpretation	I can begin to watch the dances of others for short periods of time.	I can watch dances and performances.	I can say what I like and dislike about dances/ performances.	I can replicate parts of a dance or performance.	I can begin to improvise independently to create a simple dance.		

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.	<u>PHYS. DEV. GMS – ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others.
--	---	---	--	--	--	---

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.	- Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
-------------------------------	--	--	--	---	--	---	--