



Key Learning linked to Physical Development

Key Learning Linked to Gross Motor Skills	Key Learning Linked to Fine Motor Skills
Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.	Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.
Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.	Linked to Handwriting/Drawing
Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops.	Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media. Strength – shoulder, elbow, wrist, fingers.
Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.	Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.
Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.	Lines and Patterns – uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.
Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging.	Drawing – draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.
Movement of body parts – rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes.	Communication – talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.
Use of Vocabulary linked to Movement – names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.	Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences. Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly. Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).

Physical Development Progression

	Expectations for Nursery						Expectations for Reception				Links to KS1 Curriculum
Dressing	Take off own coat.	Put on coat.	Put on and take off wellies.	Pull zips up and down but may need help to insert fastener at the bottom of coat.	Put jumper/t-shirt on/off independently but may be back to front.		Put jumper/t-shirt, trousers/skirts on/off independently but may be back to front.	Puts on shoes correctly, checking they are on the correct feet.	Dress and undress independently and is beginning to fasten buttons.		
			Put on shoes. Fasten velcro shoes (may be on wrong feet).					Fasten zip on coat independently.			
Hygiene	Pull down pants to use toilet and wipe own bottom.		Gaining more bowel and bladder control and can attend to toileting needs most of the time.	Washes and dry's hands with guidance	Can attend to own toileting needs and wash and dry hands effectively.		Can explain the purpose of washing and drying hands along with carrying out the actions.	Usually dry and clean during the day.			
	Recognises that there nose is runny and seeks a tissue to wipe it.			Beginning to understand why washing hands is important.			Knows washing hands and good hygiene can help contribute to good health.	Uses a tissue independently and throws used ones in the bin and coughs into their elbow, understanding the reasons behind their actions.			
Riding a bike	Can use a trike or other wheeled equipment to move around using their feet.	Can use a scooter to scoot.	Can 'walk' a balance bike.	Can use feet to scoot a balance bike in a straight line beginning to maintain balance.	Begin to lift feet off floor and maintain balance.		Can use feet to scoot a balance bike and maintain balance.	Can maintain balance whilst manoeuvring around corners.	Can pedal and maintain balance for a short distance on a flat surface.	Can pedal and maintain balance while manoeuvring around obstacles.	Can brake at a specific point with control. Can follow at a sensible distance behind a rider. Can control speed.
							Can use a scooter to scoot on two wheels maintaining balance.	Can stop a bike using a brake.			

Ball Skills	Rolling	Push a ball.	Bend down low to roll a ball.	Stop a ball using wide fingers.	Roll with increasing accuracy, pointing hand towards target.		Bend down low and step forwards to roll.	Move your feet to get in line with the ball to stop and receive it.	Uses two hands to make a ball spin.	Bend down low, opposite foot to rolling arm steps forwards.	Can roll a ball with increasing accuracy.
	Bouncing and catching	Can push a ball downwards to make it bounce.	Can let a ball bounce once and is beginning to catch it with two hands.	Catch a large ball using two hands with arms extended.	Move own feet to catch a ball with two hands.	Use two hands to push the ball down at the magic moment when it bounces up	Able to use wide fingers to move the ball around their body.	Throw the ball slightly above head and catch it with two hands.	Dribbles the ball, using soft hands, pushing it down without catching it.	Able to throw to a partner, checking partner is looking first.	Can catch with accuracy.
				Catch a ball by bringing hands in towards chest.		Use one hand to push the ball down at the magic moment when it bounces up.	Can drop and catch the ball on the magic moment.			Can catch a tennis ball from over a metre away.	
	Kicking	Roll the ball forwards and backwards using the sole of their foot.	Kick a ball with one foot while swinging opposite arm.	Kick a ball with increasing control e.g. light touches with feet.	Put standing foot next to the ball before kicking.	Kick a ball with the inside of their foot.	Control a ball by keeping it close to their feet. Using soft touches.	Stop a ball with their feet.	Coordinate body to meet and kick a ball that is rolled to them from a distance.	Able to kick a ball to a partner. Points their foot at their partner when kicking and stops the ball before kicking back.	Can kick a ball in a team game.
Run towards and kick a ball.	Able to use the inside of their foot to kick a ball.										
Throwing	Is able to throw different equipment from balls to rings with one hand.	Starting to throw with a straight arm.	Starting to throw underarm, pointing their hand at the target.		Starting to hit the target they are aiming at.	Explores under and overarm throwing.	Steps forward with opposite foot to throwing hand when throwing under or overarm.	Able to throw with one hand and looks at the target when throwing.	Throwing distance increasing due to development of muscles.	Can throw a ball in team games.	

	Balancing	Is able to squeeze muscles to make their body tense.	Can balance equipment like a beanbag on different parts of their body.	Can balance equipment such as beanbags whilst moving around.	Stand on tiptoes and holds for at least 5 seconds.	Holds arms out wide focuses on looking ahead and stands on one foot for 3 seconds.	Can balance different equipment e.g. quoits on body parts whilst moving around.	Can hold a balance on different body parts e.g. bottom, or two hands and one knee..	Hold a controlled static balance on 1 foot with arms out wide for support.	Can hold a static balance on both legs.	Develop stability and control when performing balances.
					Can take weight on different body parts.	Holds standing on one foot for 6 seconds.					
			Able to crawl along a wide side of a bench.		Able to walk along the markings on the hall floor, one foot in front of the other with arms out wide .		Able to walk along a wide side of a bench with arms out wide like a tightrope walker.		Walk along the narrower beam of a bench like a tightrope walker, initially with support.		
	Jumping	Bends knees to take off.	Jump off a low object with both feet off the ground and landing on two feet with knees bent.	Able to jump in different directions e.g. up high, for distance.		Keeps chest tall so they don't fall forwards when jumping off apparatus.		Able to take off on 1 foot and land on 2 feet..	Able to jump into different shapes and out e.g.star.	Develop technique and control when performing jumps.	
			Jump over a small stationary object landing with knees bent.	Able to jump into different shapes e.g. star jump. tuck shape (bunnie hops).		Can make a shape in the air when jumping off apparatus at height and achieving a soft landing		Able to take off on 2 feet and land on 1 foot..	Can jump and turn in the air.		

	Rolling and shapes	Can create a rocking roll and stay in the roll shape when performing it..	Can create a barrel roll and stay in the shape when performing it.	Can create a straight roll and stay in the shape whilst performing it.	Can rock backwards on back and then stand up (rocking bear).	Can barrel roll from one end of the mat to the other side.	Able to complete steps to start the process of forward rolling. Some children may achieve this.	To develop quality when performing gymnastic shapes. To link gymnastic actions to create a sequence.
					Can place their hands on their shoulders .rock back and then rock forwards and up to a standing position.	Can complete a straight roll with a beanbag between their legs.		
		Can create a crab shape, hold it and move.	Can create a scorpion shape and move.	Begin to make tuck straight, star, pike and straddle shapes.	Can create a tuck, straight, star, pike and straddle whilst on apparatus.	Can create a shape, balance and travel sequence.		
			Can move like a caterpillar					

	Expectations for Nursery				Expectations for Reception				Links to KS1 Curriculum
Using Tools	Pour from one container to another.	Explore a range of tools-spoons, spades, paintbrushes.	Uses one handed tools such as hammers with guidance.	Uses one handed tools independently.	Uses one handed tools independently.	Uses simple tools to effect changes to materials.			Can use a range of tools and uses a knife and fork independently.
	Use a spoon to pick up food and put in mouth.	Stab food using a fork.	Spoon cereal from container to dish with little spillage.	Uses a knife to cut soft food like bananas.	Spread using a knife.	Cut food using a knife.	Use a knife and fork to eat their dinner.		
Using scissors Based on https://www.growinghandsonkids.com/scissors-skill-development-checklist-for-ages-2-6.html	Holds scissors. (often with both hands, learning to open and close the blades)	Snips paper. Snips paper whilst moving the scissors forward.	Uses helping hand to hold and help guide the paper (non-dominant hand).	Cuts a straight line but not always with accuracy.	Cuts a straight line with accuracy.	Cuts a curved line.	Cuts a curved line.	Cuts circle shape. Cuts square shape	Cuts more complex shapes.
Pencil Grip Based on https://www.growinghandsonkids.com/pencil-grasp-development-for-writing.html	Palmer grasp 	Digital pronate grasp.  Shows preference for a dominant hand.	4 finger grip  Moving to Quadrupod Grasp 	Static tripod grasp 	Aiming for dynamic tripod grasp but may be achieved in year one. 	Dynamic tripod grasp			

