North Clifton Primary School – EYFS Physical development progression model

Taught in F1, Recapped in F2-

Taught in F2-

Key learning	Small steps of progress				
					Links to Year 1 curriculum
Fine motor skills	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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Develop manipulation and control when tearing and making marks on paper.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learn how to use a knife and fork. Show a preference for a dominant hand.	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 spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.	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, paintbrushes and cutlery. Further develop the skills they need to manage the school day successfully: lining up and queuing and at mealtimes.	Writing: Know how to sit correctly at a table, holding a pencil comfortably and correctly. Know how to form capital letters correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place.

North Clifton Primary School – EYFS Physical development progression model

Taught in F1, Recapped in F2-

Taught in F2-

| Gross motor skills | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.

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, | Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Start taking part in some group activities which they make up for themselves, or in teams.

Be increasingly independent as they get dressed and undressed, e.g. pulling coats on and doing up zips. | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | 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.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility. | 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. | Know how to link movements to sounds and music.

Know how to copy, explore and remember basic movements and body patterns.

Know how to receive a ball with basic control.

Know how to begin to develop hand-eye co-ordination

Know how to participate in simple games.

Know how to run at different speeds.

Know how to jump from a standing position. |

North Clifton Primary School – EYFS Physical development progression model

Taught in F1, Recapped in F2-

Taught in F2-

				Further develop and re new 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.		Know how to perform a variety of throws with basic control.