

# Progression in Physical Development EYFS

Statements taken from Development Matters Early Adopter 2021 using the 'age bands'

Nursery and Reception have progressive phases that build up to the ELG at the end of Reception.

## **EYFS Statutory Educational Programme:**

*Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

## **Nursery Physical Development Progression**

Phase Nursery	Gross Motor Skills	Fine Motor Skills
	Children will be learning to....	Children will be learning to....
(a) Prior learning birth to 3	<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Balanced sitting.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch large balls.</li> </ul>	<ul style="list-style-type: none"> <li>Develop manipulation and control, enjoy drawing freely, including scribbling, 'colouring'.</li> <li>Conscious mark making e.g. – pretend writing.</li> <li>Children to grip writing implements- Palmar Grip or five finger group.</li> <li>Explore different materials and tools, making controlled marks in sand, shaving foam, using large chalk, paint easel.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build independently with a range of appropriate resources.</li> <li>• Move by walking and running. Begin to jump and climb, begin to climb the stairs with support from a hand or banister.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, begin to use a scooter, sit on a tricycle and use their feet on the floor to See separate plan</li> <li>• move around (not the pedals).</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and grasp different materials, spoons, brushes, shells, clay, jelly, dough. Holding different types of paper and learning how to tear it.</li> <li>• Use large and small motor skills to do things independently, for example remove their shoes, undoing velcro and zips on coats.</li> <li>• Be able to finger feed themselves and drink from an open cup.</li> <li>• Use a fork and spoon to take food from a plate/bowl to their mouths.</li> </ul>
(b) 3 & 4 year olds	<ul style="list-style-type: none"> <li>• Move by walking and running, but be able to change direction to avoid obstacles and other children.</li> <li>• Continue to develop their movement, balancing, riding (scooters, scoot boards, trikes and trundle bikes).</li> <li>• Go up steps and stairs, including climbing on/up apparatus, using alternate feet.</li> <li>• Balancing across a plank with adult support.</li> <li>• Begin to hop.</li> <li>• Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks during big movement sessions, wiggle and squiggle sessions.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Walk on different parts of their feet; tiptoes, heels.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Playing ring games, games with the parachute. Learning action songs (head shoulders knees and toes).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use one-handed tools and equipment; snips in paper, hammer pins into a board, use tweezers to pick up small objects, push straws through holes, put pegs into peg boards, squeeze a clothes peg and attach to a string line.</li> <li>• To put on their coat independently.</li> <li>• Progress to controlled marks: e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling.</li> <li>• Encourage use of two finger and thumb grip.</li> <li>• Establish preferred hand.</li> <li>• Copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</li> <li>• <b>Begin to use a knife to cut their own food at lunch time, with some support.</b></li> <li>• Manipulate dough in different ways; rolling, squashing, squeezing, patting using their hands.</li> </ul>

	<ul style="list-style-type: none"> <li>• With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Throw beanbags and balls using an underarm and overarm throw.</li> <li>• Roll a ball to a friend and engage in a simple game.</li> </ul>	
<b>End Points for Nursery</b>	<ul style="list-style-type: none"> <li>• To run confidently at different speeds; fast and slow.</li> <li>• Walk backwards avoiding obstacles.</li> <li>• To climb safely, showing an awareness of risks and talking about them.</li> <li>• To jump off apparatus safely, landing on both feet.</li> <li>• To ride a tricycle, scooter, scoot board or trundle bike independently with confidence around a track.</li> <li>• To freeze their position when dancing on request.</li> <li>• To be able to skip with two legs confidently.</li> <li>• To move in a variety of ways; rolling, crawling and sliding.</li> <li>• Choose the right equipment to do a challenge safely.</li> <li>• Ask others to help them solve a challenge that they are struggling physically to solve, for example; constructing building with large blocks and material.</li> <li>• Initiate a ring game; <i>The farmers in his den, Ring 'o' roses</i></li> <li>• Work with others to manage large items such as planks and blocks without support from an adult.</li> <li>• Catch a large ball with two hands.</li> <li>• Walk across a plank safely and with confidence.</li> <li>• Engage in a 'throw and catch' game with a peer using a ball or beanbag.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors to cut along a line.</li> <li>• To eat independently and use a knife, fork and spoon appropriately.</li> <li>• Be able to cut soft things with a knife for example a banana or dough.</li> <li>• Be able to fasten their own coat.</li> <li>• To be able to take off and put on their own shoes and socks after an activity.</li> <li>• Children confidently moving towards two finger, one thumb grip for appropriate activities/ tools.</li> </ul>

# Reception Physical Development Progression

Phase Reception	Gross Motor Skills	Fine Motor Skills
	Children will be learning to....	Children will be learning to....
(a)	<ul style="list-style-type: none"> <li>• Moving with developing control and grace, showing enjoyment of running, beginning to travel with more speed and control. Being able to stop on request.</li> <li>• Develop their overall body strength and co-ordination, using a range of open-ended materials in play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</li> <li>• Develop their balance and agility to engage successfully with dance, gymnastics and sport. Children to experience spinning, rocking, tilting, falling, sliding and bouncing.</li> <li>• Jump over a line.</li> <li>• Balance and ride on two-wheeled balance bikes and pedal bikes without stabilisers.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Quickly change speed and direction.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Cut straight lines with scissors.</li> <li>• Draw circles, horizontal/vertical lines.</li> <li>• Use a knife and fork to cut food at lunch time.</li> <li>• <b>Forms some of the letters of their names correctly.</b></li> <li>• Children to be modelled and acquire correct tripod grip.</li> <li>• Draw simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</li> <li>• Develop strong movements in fingers through 'Funky Fingers' activities for example – tweezers, pipettes</li> </ul>

(b )	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency, through creating obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</li> <li>• Develop their balance and agility to engage successfully with dance, gymnastics and sport. Children to experience spinning, rocking, tilting, falling, sliding and bouncing.</li> <li>• Balance and ride on two-wheeled balance bikes and pedal bikes without stabilisers.</li> <li>• Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Hang and swing from the bars, developing overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise/ refine letter families with familiar patterns. (See handwriting scheme.)</li> <li>• Write their first name, forming the letters correctly.</li> <li>• Use scissors to cut out a simple shape independently, e.g., circle/square.</li> <li>• Forms recognisable letters for the full alphabet.</li> </ul>
(C ) ELG	<p style="text-align: center;"><b><u>ELG: Gross Motor Skills</u></b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p style="text-align: center;"><b><u>ELG: Fine Motor Skills</u></b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>