



Ettington Primary School EYFS Progression Document

Physical Development



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.

Knowledge	Skills
Know what a safe space is and I need to change my speed/direction to avoid obstacles. Know to bend my knees to take off and land, when jumping. Know I can use my arms and body to stabilise myself when I jump. Know I need to look at the target when throwing, catching, kicking and rolling objects. Know I need to use the inside of my foot to kick a ball. Know I need to use both hands and my chest to catch a stop a ball. Know I need to chase a ball to retrieve it. Know there are different types of throws and jumps. Exercise will build my strength and stamina How exercises affects my breathing and heart rate. Both sides of my body need to work together in a coordinated way How to using climbing equipment safely. How to hold and operate 1 handed tools correctly Which fingers form a pincer grip Which fingers form a tripod grip How to draw different lines and shapes.	Find, check, change direction, turn, walk, run, negotiate obstacles, jump, star jump, pencil jump, tuck jump, link movements, dodge, gallop, hop, rock, roll, pencil roll, egg roll, spin, slide, perform, leap, balance, transfer, move, travel, roll a ball, kick a ball, throw, catch, field, bowl, strike, climb, draw, scoot, cross midline, strengthen, control, explore, grip, form, hold and operate 1 handed tools.

Characteristics of effective learning that are relevant

Playing and Exploring • Communicate my interests • Act out my experiences with others • Use my experiences in my play • Try new things • Take risks • Tackle tasks that might be difficult. • Explore and investigate	Active Learning • Notice something in more detail • Persevere • Be resilient • Talk about how I feel when I've achieved something • Talk about when I feel proud	Creating and Thinking Critically • Think of my own ideas • Make decisions • Talk about problems I encounter and how to solve them. • Talk about my thinking and ideas. • Change my approach where necessary
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Early Learning Goals

Gross Motor Skills 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.	Fine Motor Skills 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.
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Physical Development
Gross Motor

2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Begins to move around familiar spaces, exploring different ways of travelling. • Begins to develop balance when walking, stepping and moving over different surfaces. • Begins to run with increasing confidence. • Climbs on and off low equipment with support. • Enjoys exploring movement through music, dance and physical play.	• Runs with increasing control and begins to change direction. • Jumps with two feet and begins to explore jumping from low heights. • Climbs with increasing confidence and control. • Begins to balance for short periods and move across simple balancing equipment. • Develops coordination through pushing, pulling, throwing and kicking. • Begins to show awareness of other people and objects when moving around.	• Moves in a variety of ways with increasing control and confidence. • Runs, jumps and climbs with developing coordination. • Begins to change direction and adjust their speed when moving. • Develops balance when walking along, stepping over and climbing on equipment. • Enjoys physical challenges and shows increasing confidence in active play. • Begins to understand how their body moves within different spaces.	• Moves in a range of ways (running, jumping, climbing) with developing control. • Negotiates space with some awareness of others, with reminders. • Uses large equipment with adult support. • Runs with increasing control, changing direction with some success. • Begins to balance for a moment on one foot with support. • Climbs low equipment with adult support nearby.	• Jumps from a low height, landing with some control. • Balances along a wide line or low beam with support. • Begins to catch a large ball thrown gently towards them. • Runs, jumps and climbs with more control across an obstacle course. • Balances for a few seconds on one foot unsupported. • Throws a large ball towards a target with some accuracy.	• Combines two movements (run and jump) with growing confidence. • Negotiates space and obstacles with reduced adult reminders. • Pedals a tricycle or similar equipment. • Moves confidently in a range of ways (running, jumping, climbing, balancing). • Negotiates space, adjusting speed and direction to avoid others most of the time. • Uses large equipment (climbing frames, tricycles) with increasing independence.	• Knows that the body can move in different ways (run, jump, climb) • Knows that being active is part of staying healthy. • Knows that balance helps them stay steady. • Knows that spatial awareness helps them move safely around others. • Moves confidently in a range of ways (running, jumping, hopping). • Begins to negotiate space safely with awareness of others. • Uses large equipment with support. • Shows growing control when running, jumping and climbing. • Begins to balance on one foot with growing stability. • Experiments with changing direction and speed.	• Knows that different movements require control and coordination. • Knows that repeated practise improves strength and skill. • Combines movements with increasing confidence (e.g. run and jump, skip). • Balances along a line or on one foot with growing control. • Uses large equipment with increasing independence. • Demonstrates strength, balance and coordination across a range of activities. • Negotiates space and obstacles safely with awareness of others. • Moves energetically in a variety of ways.	• Knows how to use a range of movements with control, coordination and confidence. • Knows that exercise keeps the body strong and healthy. • Participates in simple games and physical challenges. • Shows increasing strength, balance and coordination. • Moves with confidence and skill across a range of physical activities. • Demonstrates strength, balance and coordination when playing. • Moves energetically - running, jumping, dancing, hopping, skipping and climbing. • Negotiates space and obstacles safely with consideration for themselves and others.

**Physical Development
Fine Motor**

Physical Development Fine Motor								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Explores objects using their hands and fingers in different ways. • Develops hand strength through squeezing, pulling, pushing, twisting and manipulating objects. • Uses a range of tools and resources during play, such as spoons, brushes and chunky crayons. • Begins to build towers, complete simple puzzles and manipulate construction materials. • Makes marks using a range of materials and tools.	• Uses both hands together to manipulate and explore objects. • Develops increasing control when using tools such as crayons, paintbrushes, scissors and utensils. • Threads, posts, stacks and fits objects together with increasing coordination. • Begins to use a more controlled grip when making marks. • Attempts simple self-care tasks, such as using a spoon, turning pages and beginning to manage clothing fastenings.	• Uses a range of tools and resources with increasing confidence and control. • Begins to use a comfortable and effective grip when drawing and making marks. • Copies simple lines, circles and other marks through drawing and creative activities. • Builds, threads, joins and manipulates construction materials with increasing precision. • Develops independence in everyday tasks such as using utensils, turning pages and managing simple clothing fastenings.	• Explores malleable materials using a whole-hand grasp (dough, sand). • Holds a mark-making tool with a whole-hand or early grip. • Begins to use one-handed tools (spoon) with some success. • Uses thumb and fingers to pick up small objects some of the time. • Snips with scissors using a whole-hand action, with adult support. • Uses both hands together in simple tasks (holding a bowl while stirring).	• Uses a developing pincer grasp to pick up small objects more consistently. • Makes continuous snips with scissors with adult support. • Threads large beads or similar with growing control. • Uses a comfortable, developing grip for mark-making most of the time. • Uses one hand to stabilise while the other acts (holding paper while drawing).	• Makes several continuous cuts across paper with scissors, with support to guide the paper. • Uses a range of tools (rollers, cutters) in malleable play with growing control. • Copies a vertical or horizontal line with a mark-making tool. • Uses a comfortable grip for mark-making with growing control. • Makes snips and short continuous cuts with scissors, with some adult support. • Manipulates small objects and tools with increasing precision across provision.	• Knows that tools (pencils, scissors, brushes) must be used safely. • Knows that hands and fingers help with small movements. • Knows that a tripod grip helps with pencil control. • Knows that tools have specific purposes. • knows that hand strength supports writing and cutting. • Explores malleable materials with both hands (squeezing, rolling, pressing). • Uses a developing grip when mark-making. • Begins to snip with scissors. • Begins to use thumb and fingers (rather than whole hand) to manipulate small objects. • Uses a pencil or crayon with a developing grip. • Begins to stabilise the wrist during tool use and mark-making.	• Knows that letters have specific shapes and starting points. • Knows that careful control helps with accuracy in drawing, writing and cutting. • Shows growing hand-eye coordination in provision (threading, pouring, building). • Begins to isolate individual fingers in familiar contexts. • Holds a pencil with a developing tripod grip or effective alternative. • Begins to form some letters starting and finishing in the right place. • Cuts along a straight line with growing control, using the non-dominant hand to guide the paper.	• Knows how to use tools, pencils and equipment with accuracy and control. • Knows how to form letters correctly and safely use tools for different tasks. • Holds a pencil effectively in preparation for fluent writing. • Forms most letters correctly. • Cuts along straight and simple curved lines. • Holds a pencil effectively using a tripod grip or effective alternative. • Uses a range of small tools including scissors, paintbrushes and cutlery with control. • Begins to show accuracy and care when drawing.

