



The Laurels Primary School – EYFS Progression of Skills – Physical Development



What the educational programme says about Physical Development 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.

Aged 3-4 (on entry and during Autumn 1 depending on starting points)	In Reception (Following ‘typical development’)			End of KS expectations
	Autumn	Spring	Summer	
Holding a pencil with a Palmer or early tripod grip. Sometimes using a dominant hand.	Fine motor activities such as playdough and threading to strengthen the fingers and model the tripod grip until mastered automatically.	Provide smaller needles for threading, tweezers and thinner paint brushes to refine grip and precision. Begin observational drawing, using ‘Austin’s Butterfly’ approach, drawing spring flowers and blossom tree.	Continue to improve drawing skills, by improving self portraits and observational drawings of beach artefacts.	<p>Fine Motor Skills ELG Children at the expected level of development will: - 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.</p>
Able to copy letter shapes and form some from their name.	Daily name writing using a guide at first as they arrive at school then more independently in self registration and on their work. Name cards easily available in provision for guidance.	First name writing should be independent and without a guide. We will begin introducing the writing of surnames as children are ready.		
Use scissors to make snipes in paper	Begin letter formation rhymes with phonics.	Begin Handwriting books and a morning focus on correct formation of lower case letters. Teach in letter families, in small groups and focus on correct points, use Little Wandle Rhymes. In the second half of the term introduce formation of capital letters.	Refine formation of ascender and descender on a line. Writing should be fluent and guides should no longer be needed for letter formation in most cases.	
	Have a variety of scissors available to progress from a whole hand grip to thumb and finger grip	Practising cutting in straight lines to make strips for paper lanterns and dragon puppets.	Cut smaller shapes and spirals to create dioramas and under the sea pictures.	
Use a fork to spear food and place in the mouth. Use a spoon to scoops food	Use a knife to cut food, practising with playdough at first. Use hands to hold the playdough still with a bridge grip.	Use a fork to hold the food still and a knife to cut soft foods. Children will be shown at lunchtime and encouraged to try before assistance.	Use cutlery efficiently. Be shown how to use a knife to push sweetcorn or peas onto the fork to eat, rather than using a spoon.	
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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. 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. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	PE in Autumn 1 will focus on ways of moving, changing direction and speed using BBC Dance Autumn series. PE in Autumn 2: Gymnastics building up the use of platforms and benches at different heights and angles.	PE in Spring : Learning to throw underarm with increasing accuracy. Learning to dribble and pass a large soft ball with increasing accuracy. PE in Spring 2: Gymnastics, using wall bars and ropes to increase strength and agility.	PE in Summer 1: Playing team games. Team simple football games and simple netball style games in teams. PE in Summer 2: Athletics in preparation for Sports Day.	<p>Gross Motor Skills ELG Children at the expected level of development will: - 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.</p>
	Outdoor provision to include using large brushes to paint and sweep. Streamers for large circle movements and introduce scooters and balance bikes. Build obstacle courses.	Use increasingly complex obstacle courses which require a change in direction and ways of moving. Provide target activities to practise PE skills of throwing at a target and passing a ball. Provide obstacle courses and ramps for use with the bikes and scooters.	Refine previously taught skills.	

	<p>Begin to move large equipment with adult support. Push toy buggies and ride on toys with control.</p>	<p>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.</p>	<p>Safely carry and manoeuvre equipment individually and in groups.</p>	<p>Use smaller tools and larger tools to create different effects and textures, with control.</p>	
	<p>Be able to dress and undress with minimal support. including putting on coats and wellies.</p>	<p>Do up zips with increasing independence. Change into dressing up clothes and puddle suits.</p>			