

EYFS Physical Development Progression Grid



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| Taught in 2 Year Provision and recapped in R3 and FS1 | Taught in Rising Threes and FS1 and recapped in FS2 | Taught in FS2 | ELG | Y1 Link |
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| | | <u>Steps of Progress</u> | | | <u>ELG</u> | <u>Y1 Links</u> |
|---------------------------|------------------------|---|--|--|---|---|
| <u>Gross Motor Skills</u> | <u>Using Equipment</u> | <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around them (DM).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle (DM).</p> <p>Build independently with a range of appropriate resources (DM).</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make marks (DM).</p> <p>Go up steps and stairs, or climb up apparatus using alternate feet (DM).</p> <p>Collaborate with others to manage large items (DM).</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (DM).</p> <p>Develop overall body-strength, balance, co-ordination and agility (DM).</p> | <p>Demonstrate strength, balance and coordination when playing.</p> | <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> |
| <u>Gross Motor Skills</u> | <u>Ball Skills</u> | <p>Enjoy starting to kick, throw and catch balls (DM).</p> | <p>Begin to throw, catch and kick a ball.</p> | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (DM).</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (DM).</p> | | <p>AA</p> |

Gross Motor Skills

Movements

Walk, run, jump and climb – and start to use the stairs independently (DM).

Use large and motor skills to do things independently.

Match their physical development to tasks and activities in the setting (DM).

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (DM).

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

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

Can follow instructions in simple races, running at speed and an obstacle course.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes (DM).

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

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

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing (DM).

Combine different movements with ease and fluency (DM).

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 (DM).

Negotiate space and obstacles safely, with consideration for themselves and others.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

AA
Participate in team games, developing simple tactics for attacking and defending.
Perform dances using simple movement patterns.

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| <u>Fine Motor Skills</u> | Fine Motor | <p>Show an increasing desire to be independent (DM).</p> <p>Explore different materials and tools (DM).</p> <p>Use large and small motor skills to do things independently (DM).</p> | <p>Use one handed tools and equipment e.g. make snips in paper with scissors (DM).</p> <p>Start eating independently and learning how to use a knife and fork (DM).</p> | <p>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 (DM).</p> <p>Manipulate scissors and other tools with some success on a more complex template.</p> | <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> | |
| <u>Fine Motor Skills</u> | Pencil Grip | <p>Develop manipulation and control (DM).</p> | <p>Show a preference for a dominant hand (DM).</p> <p>Use a comfortable grip with good control when holding pens and pencils (DM).</p> | <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (DM).</p> | <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | |