



## Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - Physical Development



PHYSICAL DEVELOPMENT	Communication & Language underpins the EYFS curriculum and is fundamental in the development across all areas.	
Statutory Guidance - EYFS Framework	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.	
Non Statutory Guidance - Development Matters	3-4 YEARS	RECEPTION
Where children are emerging, we plan for them using Birth to Three. We may use ‘Birth to Five Matters’ to support our planning if smaller steps are needed.	<ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes and ball skills.</li> <li>- Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>- Use large-muscle movements to wave flags and streamers, paint and make marks. •</li> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- 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, depending on its length and width.</li> <li>- 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.</li> <li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Show a preference for a dominant hand.</li> <li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>- Progress towards a more fluent style of moving, with developing control and grace.</li> <li>- 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.</li> <li>- 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.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Combine different movements with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>- Further develop the skills they need to manage the school day successfully lining up and queuing mealtimes</li> </ul>



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	AUTUMN		SPRING	SUMMER	AUTUMN		SPRING	SUMMER
GROSS MOTOR	Balance on outdoor equipment, such as: balance bikes and scooters.	Move at different levels.	Balance on playground beams and becoming confident to use the climbing walls.  Climb using alternative feet, using my hands and body to stabilise.		Strengthen core muscles further: tummy walk, balance and move using different parts of body.		Balance on and use a range large equipment at different levels and angles. Balance on stilts, pedal bikes and wheeled boards.	Show balance when moving.  Choose how to move onto, along, across, over, under and off of equipment safely and according to my abilities.
	All feed into core strength and stability							Achieve a good posture when sitting at a table or on the floor.
		Jump off the floor.	Travel on, off, over and under equipment.	Jump from a beam in the playground.				Jump and hop safely.
	Run safely in the playground, stopping to avoid obstacles.	Run safely in the playground, stopping to avoid obstacles.	Run safely in the playground, changing direction to avoid obstacles.	Move in different ways, safely with spatial awareness, adjusting speed or direction to avoid obstacles.			Move in different ways with increasing fluency and agility.  Travel in a controlled and safe way.	Negotiate space in team games.
		Throw bean bags and balls - high, low, near, far	Catch: a beanbag, a beach ball	Throw and catch a medium sized ball.		Aim, balance and transfer equipment, such as: hoops, balls, bean bags, coits.	Roll and throw balls and equipment more accurately.	
	Manipulate materials: Squash, squeeze, pat p dough, and use two handed tools, such as a rolling pin, brooms.	Learn/practise how to cross the midline of my body using a range of equipment, such as: ribbons in dance, paint, flags,	Cross the midline of my body using a range of equipment, such as: ribbons in dance, paint, flags, chalk.		Coordinate different parts of my body in movement.			



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	Begin to choose and use equipment safely.	Choose and use equipment safely.	Move equipment safely.	Move equipment safely with others.					
	Follow language of movement such as: gallop, slither to explore different ways to move.		Become familiar with language of direction and movement such as: up, down, round and round.			Large and small movements are becoming more controlled, following language of direction e.g: straight down, diagonally down/up, round, across, back. turn, twist.	Know how to use the language of direction as I move, make marks, patterns and letters.  Beginning to use anticlockwise movements.		
FINE MOTOR	Make marks with a range of tools and media (in and outside).  Draw large marks using my shoulder and sometimes my elbow.		Draw large circles and lines using my elbow and sometimes my wrist.	Marks are becoming more controlled. Draw different lines and circles, distinguishing between them.e.g. line, circle, zig zag, on different surfaces, such as; easels, wall paper, playground.	Move lower arm, hands and fingers without moving my shoulders.  Paint within boundary of paper.	Copy and make drawing movements and patterns.  Begin to retrace vertical lines.  Practising the letters in my name gradually, practising letters from the same formation family together.	Practise letter formation in formation families and refine the letters in names, practising letters from the same formation family together. Straight down letters: l i t u y j Down, up and over letters: r n m h b k p Up, backwards and around letters: c o a d g q f e s Diagonal letters: z x v w	Practise letter formation in formation families, practising letters from the same formation family together.	Know some letters from each letter formation family and how to write them correctly.
	Use my body in action rhymes, mastering larger movements and extending to hands.	Use my hands and begin to use fingers and thumbs in rhymes, including Tommy Thumb to identify and talk about skill fingers.	Use fingers and thumbs in rhymes, including Tommy Thumb to identify and talk about skill fingers.  Picks up small objects using thumb, forefinger and middle finger to pinch.	Use a pincer grip to pick up small objects with a reminder	Use a pincer grip to pick up small objects.	Use my thumb and fingers in finger rhymes, such as Incy Wincy spider, rotating wrist.	Consistently use a pincer grip to pick up and hold small objects	Use fingers more fluently in finger rhymes.	



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<p>Explore pulling, pushing and pressing equipment and materials.</p>		<p>Manipulate materials: tear, and scrunch paper balls to flick using skill fingers (laying on tummy)</p> <p>Use tools to develop pincer grip to pick up small objects.</p>		<p>Manipulate materials: Roll sausages and balls between hands with play dough. Picks up small objects using thumb, forefinger and middle finger to pinch. Use thumb and fingers in finger rhymes.</p>	<p>Explore pulling, pushing and pressing equipment and materials.</p>		<p>Manipulate materials: use skill fingers to pick small pieces of play dough and roll into small balls and sausages.</p> <p>Manipulate equipment and instruction by twisting and turning.</p>		<p>Manipulate materials, such as: using play dough tools and skills using clay.</p>		
			<p>Begin to use one handed tools, such as: loop scissors.</p>	<p>Use children's scissors to snip and cut straight.</p>	<p>Use a range of one handed tools</p>				<p>Refine fine movements with pencils and small equipment: E.g: dressing/undressing dolls, model making, construction kits using twisting, turning, threading using small beads and finer threads, plasticine, using cutlery.</p>		
<p>Hold writing tools in a splayed 4 finger grip</p>		<p>Hold writing tools in a modified tripod grip</p>		<p>Use a comfortable grip when holding pens and pencils. (sometimes in a tripod grip)</p>			<p>Hold and use a writing tool in a tripod grip.</p>		<p>Draw recognisable pictures using a range of shape and line.</p>		