



## Nursery Physical Development progression

Gross Motor			
Baseline	Autumn	Spring	Summer
<p>Observations of outdoor play and PE lessons:</p> <p>Can children use the bikes and scooters?</p> <p>Can children hop, jump, skip, stand and walk up and down stairs when instructed – playing a game of Simon Says</p> <p>Observations of sand and water play– hierarchy of play skills.</p>	<p>Walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance &amp; stability.</p> <p>Balance and ride a scooter, trike or a bike.</p>	<p>Balance on different equipment such as a balance beam or a stepping stone with support from my key worker or a friend and attempt to have a go on my own.</p>	<p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability independently.</p>
	<p>Throw and release a large ball, beanbag or object into the air.</p>	<p>Catch a large ball, beanbag or object when someone is a distance away from me with my two hands.</p>	<p>Grasp and release with two hands to throw &amp; catch a large ball, beanbag or object.</p>
	<p>Run around different objects and not bump into my friends.</p>	<p>Change direction when running and not bump into my friends.</p>	<p>Run with spatial awareness &amp; negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>
	<p>Crawl on different equipment and place my hands and knees in the correct position.</p>	<p>Show the difference between walking and running and do this across equipment.</p>	<p>Begin to match 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.</p> <p>Have an awareness of safety and manage own risks.</p>
	<p>Use the correct actions and link them to nursery rhymes.</p>	<p>Start to make gross movements to music independently and dance along to music without bumping into friends.</p>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm and perform it to my friends or key worker.</p>



## Fine motor and Health and Self Care

Baseline	Autumn	Spring	Summer
Fine motor skills activities available– peg boards, scissor skills, threading, playdough etc.	Use large muscle movements to wave flags and streamers paint and make mark which are meaningful to me. This can be in a group or independently.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Choose the right resources to carry out own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Observations of sand and water play– hierarchy of play skills.	Show a preference for a dominant hand and start to use pencils, crayons and other mark making tools.	Use a comfortable grip with good control when holding pens and pencils.	Start to write recognisable letters.  Write my own name, which can be read by others and themself.
Can the children hold their pencil correctly?	Begin to use a fork to hold objects in place so they do not move. I can start to eat with a fork or spoon using my dominate hand.	Use a knife to cut objects. I do this showing control and precision.	Know how to hold a pen or pencil in a tripod grip.  Start to eat independently with a knife and fork.
	Talk about foods that I like and dislike.	Talk about and identify healthy fruit and vegetables and why they are healthy.	Make healthy choices about what food and drink I would like and why.
	Put coat on independently (without doing the zip/buttons)	Put socks and shoes on independently.  Put dressing up clothes on and off independently.	Get dressed and undressed independently.
	Use the toilet independently including wiping own bottom and washing hands when finished.	Know how to brush teeth and why it is important to brush them twice a day.	Talk about why it is important to meet my health and care needs



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