



Reception Physical Development progression

Gross motor skills

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb 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.
- 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.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Baseline	Autumn	Spring	Summer	ELG's
<p>Can climb stairs using alternate feet.</p> <p>Can develop movement (using age appropriate bikes, scooters etc).</p> <p>Can work with others to manage large items.</p>	<p>Can use lots of different ways of moving and travelling appropriately - rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Can climb over, under and through obstacles</p>	<p>Can throw, kick, pass and catch a large ball with confidence, precision and accuracy.</p> <p>Can use a bat and hit a target by aiming.</p> <p>Can move and use both large and smaller scale equipment (building blocks etc)</p> <p>Can develop my body strength and coordination by being highly active every day.</p>	<p>Can travel around space and obstacles safely.</p> <p>Can show strength, balance and co-ordination in movement.</p> <p>Can control a combinations of movements with fluency and ease.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination</p>



Fine motor skills

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Baseline	Autumn	Spring	Summer	ELG's
<p>Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.</p> <p>Show a preference for a dominant hand with a comfortable pencil grip.</p> <p>Draw a picture with lines and circles.</p>	<p>Show good pencil control when mark making and drawing.</p> <p>Use cutlery and other one handed equipment including paintbrushes, knives, forks and spoons.</p> <p>Use a range of tools e.g. scissors. Hold a pencil in a tripod grip.</p>	<p>Use their core muscle strength to have good posture when sitting at a table to write.</p> <p>Begin to form the sounds c, o, a, d, g, q correctly including the correct directionality.</p>	<p>Hold a pencil effectively (tripod).</p> <p>Daw and write with accuracy and control using a pencil.</p> <p>Correctly form lower case letters including the correct directionality.</p>	<p>Hold a pencil effectively in preparation for writing (nearly always tripod grip).</p> <p>Use a range of small tools e.g. scissors paint brushes, cutlery.</p> <p>Begin to show accuracy and care when drawing</p>
<p>Wash their hands after they have been to the toilet.</p> <p>Wash their hands before they have something to eat.</p>	<p>Make healthy eating choices independently.</p> <p>Talk about why we need to be healthy.</p> <p>Line up in a sensible manner to move around the school in the correct way.</p>	<p>Talk about and understand why we need to brush our teeth.</p> <p>Successfully brush my teeth for 2 minutes independently.</p> <p>Make the correct choices with how long they spend looking at a screen and talk about their reasons.</p>	<p>Understand what they need to be a good pedestrian and keep safe on the roads.</p> <p>Talk about how and why they need to sleep.</p> <p>Talk about the factors that happen when they do not get enough sleep.</p>	