

St Michaels Federation – Lydbury North CofE Primary School

EYFS Progression Map – Physical Development

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 (*EYFS Statutory Education Programme*)

Children in Nursery (aged 2-3) are learning to:

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them
- Enjoy starting to kick, throw and catch balls
- Build independently with a range of appropriate resources
- Walk, run, jump and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings)
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress
- Start eating independently and learning how to use a knife and fork
- * Around their second birthday, can the toddler run well, kick a ball, jump with both feet off the ground at the same time?
- * Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?
- Develop manipulation and control
- Explore different materials and tools

Children in Nursery (aged 3-4) are learning to:

- 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
- 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. 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
- 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 as they get dressed and undressed, for example, putting coats on and doing up zips

Autumn

Spring

Summer

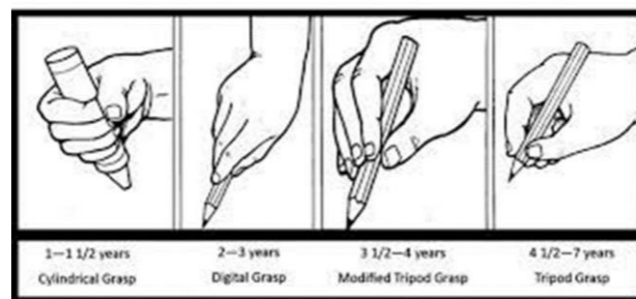
2-3 year olds

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| <p>Nursery</p> <p>Gross Motor</p> <p><u>Develop through:</u></p> <ul style="list-style-type: none"> - Music and movement > responding to music with body, matching to tempo or sounds, moving to rhythm - Low and high-level play opportunities e.g. floor play, tunnels, climbing equipment - Core development – wobbling, balancing, planks e.g. obstacle courses - Big loose parts outside - Vestibular input activities e.g. scooters and bikes, swinging and slides, spinning, ribbons * <i>the sensation of any change in position, direction, or movement</i> | Climbing Walk up/ downstairs two feet to each step, holding on > Walk up/ downstairs using alternating feet | |
| | Jumping Jump on the spot and land two feet on the ground > Jump from a small height (step) and land safely on two feet | |
| | Balancing Move along a beam with support > Shuffle along a beam independently | |
| | Ball skills Throw a large ball underarm or overarm > Throw a large ball with both hands underarm, aiming towards target Hold arms out with support to catch a large ball from a very short distance Kick at a large ball to move it away from themselves > Kick a large ball a very short distance | |
| | Trikes/ Pedalling Get onto and sit upright on a ride-on/ trike independently > Maintain balance when being pushed along on a ride-on/ trike > Begin to push self along on a trike using feet on ground | |
| | Movement Copy some movement sequences for nursery rhymes > Begin to recall some movement sequences and use independently | |
| | <b style="background-color: #e0ffff;">3-4 year olds | |
| | Climbing Climb steps and climbing equipment using alternate feet > Navigate simple equipment/ trim trail/ climbing trees independently (going up forwards, coming down backwards) | |

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| | Jumping Jump over a small object > Experiment with small-large jumps or from one spot to another > Hop on one foot |
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| of the head (trampoline, balance board, spinning etc) | Balancing Walk more fluidly along a beam using sideways motion > Walk along a beam with confidence > Show control over body's movement by holding position/ standing on one foot |
| | Ball skills Throw a large ball with both hands underarm towards target > Throw a small ball with one hand > Throw ball/ bean bag underarm/ overarm with more accuracy Catch a large ball thrown underarm, from a very short distance > Respond and catch a large ball thrown from a short distance > Catch a small ball/ bean bag thrown from a short distance Kick a large ball in a straight line > Kick a large ball at a given target > Walk and kick a ball along |
| | Trikes/ Pedalling Push self along to travel well on a trike using feet on ground > Begin to pedal a trike on flat ground > Pedal a trike independently Sit on balance bike and move along steadily with feet on ground > Ride a balance bike, alternate legs to propel at increasing speed > Ride balance bike around obstacles, occasionally lifting feet |
| | Movement Remember sequences and patterns for more complex nursery rhymes > Increasingly use sequences of movement related to music |
| | Mark-making Use large-muscle movements to produce vertical and horizontal lines > Use large-muscle movements to produce circles and lines > Use large-muscle movements to produce squares Use small-muscle movements to produce vertical and horizontal lines > Use small-muscle movements to produce circles and lines > Use small-muscle movements to produce squares |

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| Nursery Fine Motor <u>Develop through:</u> - Funky fingers activities including chunky tweezers, pipettes, peg boards, hammer & nails, stickers, threading - Playdough and other malleable materials (mud, clay, doughs) - Sensory experiences including sand and water (scooping, pouring), corn flour & water, painting with hands, messy play trays - Building independence through self-care routines – finishing a zip on clothing, putting socks and shoes on, preparing fruit for snack, pouring drinks | 2-3 year olds |
| | Grasp items with whole fist > Pick up smaller objects using pincer grip > Use large tweezers and thread with chunky reels/ beads |
| | Show no particular hand dominance > Begin to show preference for a particular hand in some activities, still swapping |
| | Use a palmer grasp > Begin to develop a modified tripod grip |
| | Explore using loop scissors with adult guidance for placement > Begin to use loop scissors / scissors with two hands to make small snips in paper |
| | 3-4 year olds |
| | Use large tweezers and thread with chunky reels/ beads > Use other large one-handed tools, such as a hammer > Use one-handed tools and equipment |
| Begin to show preference for a particular hand in most activities > Begin to develop more strength and control with dominant hand | |
| Begin to develop a modified tripod grip > Use a comfortable grip with good control for one-handed tools and activities > Use a tripod grip | |
| Begin to use loop scissors to make small snips > Make snips with scissors, with guidance from adult > Show awareness of how to guide paper with spare hand when cutting | |



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| Nursery Fine Motor; Mark-making skills | Mark-making as a sensory experience <i>Supported through:</i> - Wide variety of MM materials in the setting | Assign meaning to marks they have made <i>Pictorial representation:</i> Somewhat recognisable attempts at pictures (e.g circle for a head, two lines for legs) <i>Supported through:</i> | Develop pencil control; Make pre-writing shapes <i>Supported through:</i> - Direct teaching of pre-writing shapes and patterns; Model use of these in provision alongside the chn | Emergent 'mimicking' writing or attempts at letters <i>e.g attempt to copy first letter of their name</i> <i>Supported through:</i> - Adults modelling mark-making for purpose in play | Attempt to write part of/ whole first name <i>Supported through:</i> - Use of name cards around the setting to support recognition and awareness of names for purpose | Links to Reception: - Autumn 1 > |
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| | <ul style="list-style-type: none"> - Adults modelling mark-making and writing for purpose alongside chn - Opportunities for large-scale MM – chalkboards, big surfaces covered in paper, painting wall, large cardboard on ground - Opportunities for vertical MM to focus on strengthening core - Messy play activities inc foam, sand, playdough with tools to invite mark-making | <ul style="list-style-type: none"> - Open-ended questioning while MM with the chn > “Tell me about...” - Adults narrating their process while they are MM alongside the chn - Celebrate the value of MM with displays/ gallery walls, praising their process and sharing with others - Build on chn’s interests observed in play to offer suitable provision for MM | <ul style="list-style-type: none"> - Provision for shapes and patterns with drawing materials to encourage using these in drawing activities - Opportunities to trace and continue patterns in various ways – chalkboards, whiteboards, lightbox - Activities and challenges to continue to develop hand/ wrist strength and dexterity (as above) | <ul style="list-style-type: none"> alongside chn and narrating their process e.g writing a shopping list, taking notes at the doctors, writing a card - Name-building challenge sheets to develop awareness of letter order - Use of RWI phrases when adult modelling if appropriate for child’s stage for their name initial - Provide meaningful reasons to write names e.g notes to friends, labelling their creations | <ul style="list-style-type: none"> - Offer meaningful opportunities to encourage name-writing - Direct teaching and support for grip and formation | <p>Use gross motor movements to create anti-clockwise circles and retrace vertical lines</p> <p>Learn to form the letters for their first name correctly</p> <p>Begin to learn letter formation rhymes for their name initial/ RWI Set 1 (m, a, s, d, t, i)</p> |
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| Children in Reception are learning to: | ELGs: |
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| <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>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</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</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • 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>Fine Motor Skills -</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery • Begin to show accuracy and care when drawing |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Reception</p> <p>P.E and Gross Motor</p> | <p><u>Moving & Using Space:</u> (Opportunities in outdoor area/ on field)</p> <ul style="list-style-type: none"> - Use outdoor toys e.g. bikes, scooters, trikes, prams, wheelbarrows, space hoppers - Dig in large sandpit, mud kitchen, soil. Use spades, trowels, spoons, buckets, containers. - Throw and catch large balls, beanbags, frisbees - Climb on large equipment > school trim trail, large boat, performance area - Climb, balance, build using big loose parts > crates, planks, reels, tyres | <p><u>Moving & Using Space:</u> (Indoors in hall)</p> <ul style="list-style-type: none"> - Follow simple instruction games while negotiating space around others, maintaining own space e.g. Traffic light game, Jumping beans game - Follow musical games e.g. musical statues, bumps, hopping, lying down when music stops - Respond to musical instruments with simple movements (e.g stopping and starting) - Explore simple ways of moving bodies around a space – crawling, walking, rolling, | <p><u>Small & Large Equipment:</u></p> <ul style="list-style-type: none"> - Demonstrate coordination while navigating around small obstacles and other chn – e.g. small cones - Use small equipment to throw, catch, roll, kick inc. bean bags, silks, small balls, hoops, parachute and balls - Climb over and under equipment and benches - Demonstrate ability to hold a simple pose and remain still; Improve balance while using small equipment | <p><u>Dance:</u></p> <ul style="list-style-type: none"> - Listen and move to various genres of music, expressing feelings and ideas, using imagination or copying styles - Watch and talk about various types of dances e.g. ballet, street, ballroom, tap, mime, traditional dances from other countries and cultures | <p><u>Ball Skills:</u></p> <ul style="list-style-type: none"> - Bat and ball skills – Experiment with large tennis racquets and bean bags, balls - Football skills – dribbling, negotiating around cones, shooting, passing, stopping the ball using feet only - Hockey skills with stick and airballs - Ball skills with various-sized balls – throwing, catching, kicking, passing, batting, aiming | <p><u>Athletics & Races:</u></p> <ul style="list-style-type: none"> - Develop skill in simple athletic tasks: - Walk quickly while balancing beanbag on head, collecting bean bags and throwing into containers - Develop understanding of and try to follow simple race rules – awareness of start and finish, keep to own lane - Relay races with equipment and turn-taking e.g. run with beanbag/quoit - Throw basic javelins, bean bags at a large target |

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| | - Playground movements > Running, skipping, hopping, jumping, hula hoops - Large scale mark-making marks/painting with large equipment | jogging, sprinting, hopping, jumping, skipping - Explore simple ways of negotiating space around large equipment inside - over, under, through | | | | |
| Reception Fine Motor | Draw lines and circles using gross motor movements; Hold mark-making tools (inc a chunky pencil) beyond whole hand grip; Develop use of retracing; anti-clockwise movements | Show preference for dominant hand and developing control; Increasing control of a chunky pencil for mark-making and beginning letter formation; Adults teach and model correct letter formation | Attempt to follow correct formation for letters learned; | Hold pencil effectively with comfortable grip; Forms recognisable letters most correctly formed | Strengthen pencil grip and letter formation continually | Form letters correctly; Copy a square accurately; Begin to draw diagonal lines, e.g a triangle |
| <p><u>Develop through:</u></p> <ul style="list-style-type: none"> - Funky fingers activities including fine tweezers and small items, pipettes, syringes, loom bands, peg boards, hammer & nails, threading with smaller beads - Daily playdough opportunities (dough gym) and other malleable materials (mud, clay, doughs) - Small, fiddly construction inc lego, unifix blocks - Sensory experiences including sand and water (scooping, pouring), cornflour & water, painting with hands, messy play trays - Building independence through self-care routines – zips on clothing, putting socks and shoes on, preparing fruit for snack, pouring drinks | | | | | | |
| Links to KS1 | <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Perform dances using simple movement patterns - Handwriting: Sit correctly at a table, holding a pencil comfortably and correctly | | | | | |

EYFS Resources

Confidently and safely uses a range of large and small equipment

Games & Skills: Large soft balls, small balls (tennis balls, air balls), rugby balls, basketballs, footballs, bats, racquets

Throwing/ Catching: bean bags, javelins, frisbees

Ride-ons: diddy cars, balance bikes, scooters

Balance/ Climbing: quoits, benches, balance beam set, tyres, crates, planks, balancing bowl, space hoppers, Nursery steps

Movement: ribbons and scarves, instruments, EYFS-sized parachute, hula hoops

Forest corner: climbing trees, tractor tyres, fallen logs

Duplo, Lego and other small construction, Sellotape, peelers, hole punch, dustpan and brush, sweeping, cleaning, scissors, pencils, large tweezers, paintbrush, playdough tools/cutters, spoons, shakers, spray bottles, pipettes, spatula, knife, fork, jugs, bingo dabbers, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, outdoor threading wigwam

To source/ set-up:

- Sewing table, large sewing needles

- Nuts and bolts/ tinkering tools

- Woodwork tools (Introduction to woodwork project)