

Physical Development EYFS Knowledge Progression at Pickhill CofE VC Primary School

Our School Vision

"Let your light shine!" We aim for our children to be aspirational, resilient and aspirational.

Physical Development	 Foundation Stage Nursery 3-4 year olds	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resilience: When we find things difficult, we keep trying over a sustained period of time until we have built our strength up.		Develops own likes and dislikes in food and drink, willing to try new food textures and tastes Use large-muscle movements to wave flags and streamers, paint and make marks. Develop riding scooters, trikes and bikes	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 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Can hold a cup with two hands and drink well without spilling Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions	Skip, hop, stand on one leg and hold a pose for a game like musical statues 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. Develops some independence in self-care and shows an awareness of routines such as handwashing	Develop their movement by holding their balance Use one-handed tools and equipment, for example, making snips in paper with scissors Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start taking part in some group activities which they make up for themselves, or in teams.	Gains more bowel and bladder control and can attend to toileting needs themselves most of the time Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks Start eating independently and learning how to use a knife and fork Develop ball skills 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.
Aspirational: We embrace our skills and talents. We work hard on our goals.		Develop the skills needed to manage lining up and queueing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Walk using different body parts, in different directions with different levels and at different speeds	Dribble a ball using my hands When throwing, use underarm when aiming and overarm for distance Work with a partner to control a ball	Listen to other ideas Choose the best movements to show my ideas	Dribble a ball using my feet Move my feet to help catch, kick, hit or throw a ball	Respond to words and music using my body and/or props Move a ball with control	Follow simple rules and take part in games Follow the rules of a game

<p>Walk following a route and listening to instructions</p> <p>Run as fast as I can</p> <p>Take part in running/jumping games</p> <p>Explore specific movements such as creeping, tiptoeing and hiding</p> <p>Apply basic jumping technique</p>	<p>Move a ball with control</p> <p>Hit a ball with a racket/ bat</p> <p>Throw and catch objects in different ways</p> <p>Use simple tools to effect changes to materials</p> <p>Use a pencil effectively to form recognisable letters</p>	<p>Explore high, low, over and under</p> <p>Explore using apparatus</p>	<p>Perform simple dance moves</p> <p>Move my body in a variety of ways</p> <p>Combine different movements with ease and fluency</p> <p>Small motor skills allow for a range of tools (including scissors, cutlery and pencils) to be used confidently and competently.</p>	<p>Take turns and share in PE lessons</p> <p>Apply my understanding of walking into a game situation</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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	<p><i>Travel with control and coordination and copy and repeat basic sequences</i></p> <p><i>Jump in different directions and with different speeds, for distance and height</i></p> <p><i>Explore hopping in different directions, speeds and levels</i></p> <p><i>Begin to develop small motor skills so that a range of tools (including pencils and cutlery) are used safely.</i></p>					
<i>ELGs</i>	<p><u><i>Gross Motor Skills</i></u></p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others</i></p> <p><i>Demonstrate strength, balance and coordination when playing</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i></p> <p> </p> <p><u><i>Fine Motor Skills</i></u></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery</i></p> <p><i>Begin to show accuracy and care when drawing</i></p>					