

EYFS Physical Development knowledge and skills progression

Pupils have ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated Year R outside space but also have weekly Forest School and PE (following get set for PE) sessions.

PD	Autumn 1 Me in My world	Autumn 2 Lets Celerbrate	Spring 1 Into the wild	Spring 2 Once Upon a time	Summer 1 The great outdoors	Summer 2 Oh I do like to be beside the seaside.
Gross motor	ELG - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and co-ordination -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing					
	-Progresses towards a more fluent style of moving, with developing control and grace. -Walks along a low, wide balance beam independently. -Holds a controlled static balance on one leg -Throws ball forward 10ft in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. Catches a large ball between extended arms Catches a large ball by bringing hands in towards chest Bounces and catch a large ball using 2 hands Walks towards and kick a ball towards a target. -Jumps forward, taking off and landing on 2 feet, showing increasing control. Hops on one foot 3 to 5 times - Climbs upstairs using alternative feet and climbs up apparatus using two feet		-Move around obstacles and can move along a narrow balance (such as a bench in gymnastics). -Hits 2ft target from 5ft away with a tennis ball using an underhand toss. Throws tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. Catches a tennis ball from 5 feet using only hands and bounces a tennis ball on the floor and catch with two hands. -Runs towards and kicks a ball and can coordinate body to meet and kick a ball that is rolled to them from a distance.		-Can gage where a moving obstacle may be and move themselves appropriately before reaching it. -Maintains balance while manoeuvring around obstacles and confidently move across an obstacle course. Can balances on an unstable surface with increasing control. -Throws with accuracy and can usually hit a target from 12ft away using an overhand toss, bounce a tennis ball on the floor and catch in one hand and skip rhythmically.	

Fine motor	ELG -Hold a pencil effectively in preparation for writing (nearly always tripod grip) -Use a range of small tools e.g. scissors paint brushes, cutlery - Begin to show accuracy and care when drawing		
	-Uses a dominant hand and may initially: • mark make in palmer grip • Mark makes in different directions • Makes repeated marks on paper -Moving on to: • Mark making from left to right • Imitates simple marks such as lines • Imitates shapes that use multiple movements such as x • Start to move towards tripod grip -Snips paper moving forward and ses helping hand to hold and help to guide the paper (non-dominant hand), Cuts curved line. -Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand -Initaly draws potato people (no neck or body), moving on to demonstrates more control drawing with detail (bodies with sausage limbs and additional features). Draws bodies of an appropriate size for what they're drawing.	-Uses core muscle strength to achieve good posture and holds and uses a pencil confidently. - Cuts circle and square shapes -Can spread using a knife and cut a variety of foods, holding the knife correctly, using one hand to steady the food. -Draws objects and creatures in proportion to each other (e.g. an elephant is bigger than a dog). Spends a sustained amount of time on one product. Looks closely at lines, shapes, size, and patterns when producing an observational drawing.	-Develop the foundations of an appropriate handwriting style by holding a pencil effectively- tripod grip and forming letters accurately using the correct movements. - Cuts complex shapes, such as figures. -Uses a fork to hold food still while cutting it with a knife Can use a knife and fork independently. -Identifies key features of living things. Looks closely at lines, shapes, size and patterns when producing an observational drawing. Drawings show finer details. Draws portraits, detailed pictures, landscapes, buildings and cityscapes

	-Children begin to draw self-portraits, landscapes and buildings/cityscapes.		
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