



## Physical Development Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

### Physical Development – ELG: Gross Motor Skills

#### **On Track- Check Point 1**

##### General

- Progresses towards a more fluent style of moving, with developing control and grace.

##### Riding a Bike

- Stops a bike effectively using brakes
- Pedals and maintain balance for a few feet down a slight incline

##### Balancing

- Walks along a low, wide balance beam independently
- Holds a controlled static balance on one leg

##### Ball Skills

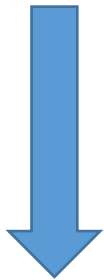
- Throws ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition.
- Catches a large ball between extended arms
- Catches a large ball by bringing hands in towards chest
- Bounces and catch a large ball using 2 hands
- Walks towards and kick a ball towards a target

##### Jumping

- Jumps forward, taking off and landing on 2 feet, showing increasing control
- Hops on one foot 3 to 5 times

##### Climbing

- Climbs upstairs using alternative feet



- Climbs up apparatus using two feet

### **On Track- Check Point 2**

#### **General**

- Moves around obstacles

#### **Riding a Bike**

- Pedals and maintain balance for a few feet on a flat surface
- Can brake at a specific point with control

#### **Balancing**

- Walks along a low narrow balance beam

#### **Ball Skills**

- Hits 2ft target from 5ft away with a tennis ball using 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
- Bounces a tennis ball on the floor and catch with two hands
- Runs towards and kick a ball
- Coordinates body to meet and kick a ball that is rolled to them from a distance

#### **Jumping**

- Jumps and turn in the air
- Hops up to 10 times on alternate feet

#### **Climbing**

- Performs different movements on a climbing frame, such as swinging

### **On Track- Check Point 3**

#### **General**

- Can gauge where a moving obstacle may be and move themselves appropriately before reaching it

#### **Riding a Bike**

- Follows at a sensible distance behind another rider
- Pedals and maintain balance while manoeuvring around obstacles
- Follows a path set by another rider


#### **Balancing**

- Balances on an unstable surface with increasing control

#### **Ball Skills**

- Can usually hit a target from 12ft away using an overhand toss
- Throws with accuracy
- Bounces a tennis ball on the floor and catch in one hand

	<p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>• Skips rhythmically</li> </ul> <p><b>Climbing</b></p> <ul style="list-style-type: none"> <li>• Confidently moves across the woodchip obstacle course</li> </ul>
	<p style="text-align: center;"><b>ELG</b></p> <p><b>General</b> Negotiate space and obstacles safely, with consideration for themselves and others</p> <p><b>Riding a Bike</b></p> <p><b>Balancing</b> Demonstrate strength, balance and co-ordination</p> <p><b>Ball Skills</b></p> <p><b>Jumping</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>Climbing</b></p>
	<p><b>Provisions</b></p> <p>Large scale mark making, bikes, scooter boards Outdoor skills- climbing, running etc.</p> <p>Obstacle course equipment, slide in outside area, large scale building/ PE equipment=- make courses and use/ move etc., different balls, beanbags, gym equipment.</p> <p>PE lessons Outdoor provision, bikes, scooters, moving vehicles, large construction, skipping ropes.</p>

	<p>Physical Development – ELG: Fine Motor Skills</p>
	<p><b>On Track- Check Point 1</b></p> <p><b>Pencil and Brush Control</b></p> <ul style="list-style-type: none"> <li>• Uses a dominant hand</li> <li>• May mark make in palmer grip</li> <li>• Mark makes in different directions</li> </ul>

- Makes repeated marks on paper
- Mark makes left to right
- Imitates simple marks such as lines
- Imitates shapes that use multiple movements such as x
- Start to move towards tripod grip

#### Scissor Skill

- Snips paper moving forward
- Uses helping hand to hold and help to guide the paper (non-dominant hand)
- Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)s

#### Cutlery Skills

- Uses knife and fork to eat their lunch in the hall

#### Drawing Skills

- Draws potato people (no neck or body)
- Demonstrates more control
- Draws with detail (bodies with sausage limbs and additional features)
- Draws bodies of an appropriate size for what they're drawing

### On Track- Check Point 2

#### Pencil and Brush Control

- Use core muscle strength to achieve good posture
- Holds and uses a pencil confidently

#### Scissor Skills

- Cuts circle shape (a circle of 6inch in diameter, within 1/2 from the drawn line, improving to about 1/4 inch)
- Cuts square shape

#### Cutlery Skills

- Cuts a variety of foods, holding the knife correctly, using one hand to steady the food using a fork at lunch time

#### Drawing Skills

- Draws objects and creatures in proportion to each other (e.g. 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
- Children are beginning to draw self-portraits, landscapes and buildings/cityscapes

### On Track- Check Point 3

#### Pencil and Brush Control

- Develop the foundations of an appropriate handwriting style

- Hold pencil effectively- tripod grip
- Form letters accurately using the correct movements (shoulder pivot etc)

#### Scissor Skills

- Cuts complex shapes, such as figures.

#### Cutlery Skills

- Uses a fork to hold food still while cutting it with a knife
- Uses a knife and fork independently

#### Drawing Skills

- 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

### 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

### Provisions

#### Pencil and Brush Control

Threading, cutting, playdough, nuts/bolts and screw, using hands for buttons and zips, screw lids, squeezing bottles, locks and keys, linking toys, elastic band boards, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, Lego, soft balls/stress balls, hole punches, stampers, different size paint brushes, split pins, tweezers.

#### Scissor Skills

Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials.

Encourage 'thumbs up' position.

Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed

Progress to thicker paper e.g. sugar paper for easier handling

Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right

	<p>Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games</p> <p>A variety of card, paper, shapes, pictures and materials to cut.</p> <p><b>Cutlery Skills</b></p> <p>Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times</p> <p><b>Drawing Skills</b></p> <p>Art station with materials to allow independent art</p> <p>Opportunities to practise art e.g. mud mark making to bring the skills back for pencil control</p> <p>SEE PHYS DEV PROGRESSION IN HAND GRIP FOR WRITING DOCUMENT</p>
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### **Impact**

All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.