

Physical Development EYFS: Blackboys CEP Primary School



Progression of Skills for 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, 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.

Summer Prior to Starting Reception

Gross Motor: Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine Motor: Use a comfortable grip with good control when holding pens and pencils. Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent in meeting their own care needs, e.g., washing and drying their hands thoroughly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross motor	I can grasp and release with two hands. I can begin to focus on balance and movement.	I can develop spatial awareness. I can maintain balance on stairs and while carrying objects.	I can balance on one foot or in a squat momentarily, shifting body weight to improve stability. I can climb stairs, steps and move across climbing equipment using alternate feet.	I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability.	ELG: Gross Motor Skills: 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.	
Fine motor	I can show a preference for a dominant hand. I can develop my finger muscles. I can use one handed tools e.g. bendy scissors effectively. I can create lines and circles pivoting from the shoulder and elbow. I can use a range of tools to make marks on paper. I can hold a pencil correctly.	I can improve my finger dexterity. I can manipulate a range of tools and equipment in one hand e.g. scissors and hammer. I can use a range of tools to draw pictures. I can begin to form recognisable letters independently.	I can use the tripod grasp (with prompting). I can use one handed tools e.g. knife and fork to cut playdough. I can use tweezers to pick objects using a pincer grip. I can thread a lace through holes, moving in and out. I can use simple tools to effect changes to materials. I can use scissors to cut in a straight line and cut a piece of paper in half. I can start in the correct place when writing letters.	I can use the pincer grip to manipulate small parts for a purpose e.g. screws a nut onto a bolt. I can manipulate a range of tools and equipment in one hand, tools including paintbrushes, scissors, scarves or ribbons. I can cut out a simple shape. I can draw/paint simple things from memory. I begin to write letters with correct letter formation.	I can use the tripod grasp. I can handle tools, objects, construction, and malleable materials safely and with increasing control and intention. I can hold scissors correctly and cut out complex shapes with accuracy. I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. I can write my letters on the line.	ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. Hold a pencil effectively in preparation for fluent writing Using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.

Physical Development EYFS: Blackboys CEP Primary School



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision (Fine motor)</p>	<p>Dancing with scarves outside. Making large circles and lines with chalks and paint brushes on different size objects and paper. Pouring water from one container to another. Hammering items in the woodwork area. Snips in paper with scissors. Triangular shaped pencils and grippers to use. Thread large beads/cotton reels onto a thick shoe lace. Writing table to explore different mark making tools and stamps. Balancing blocks/cups to build a small tower. Fishing game Wooden star tower. Plastic owls. Dough Disco</p> <p>Woodwork area: Connecting materials with both nails and screws. Combine with other materials such as string and fabric Introduce Hammer, Small Dosuki Japanese pull saw, Screwdriver, Small hand drill, Sandpaper</p>	<p>Use tweezers to transfer objects from one place to another, using a cylindrical grasp e.g. pom poms Thread beads onto a shoe lace. Thread pipe cleaners through a colander, cardboard tubes. Ripping paper and wrapping dinosaurs with elastic bands. Art/DT area – provide a range of equipment e.g. glue, tape dispenser, variety of different paper. Peg boards Geo pegs and shape boards. Cutting and sticking activities. A range of construction toys of different sizes made of wood or plastic, that fix together in a variety of ways by twisting, slotting or magnetic. Slotting jigsaws. Twisting, closing and opening container lids. Baking tray with magnetic polydron and ping pong ball. Printing with sponges in paint. Dough Disco</p>	<p>Introduce handwriting session. Model and teach correct letter formation linked Monster Phonics. Playdough with plates and knives and forks. Plastic animals threading boards. Range of jigsaws. Placing pegs on cards/objects. Scoopers, bucket and tongs in sand. Attaching paper clips to paper/card. Treading pasta tubes onto pipe cleaners. Mark making/letter formation in small sand trays. Blue lacing pencil boards.</p> <p>Woodwork area: Introduce and model a Brace and bit’ drill Large pull saw Low melt glue gun.</p>	<p>Handwriting session. Nuts and bolts play. Pipettes to suck up and transfer water. Art painting and paper Moving small parts across a board game. Tools and equipment to mark make in sand. Threading plastic buttons. Geo boards</p>	<p>Handwriting session. Straw connect activity. Lower case lacing alphabet Lacing by numbers Cutting shapes and pictures in Art/DT</p> <p>Woodwork area: Independently use the skills learnt in small groups.</p>	<p>Handwriting session. A variety of writing equipment on the writing table.</p>
---	---	---	--	---	--	--