



St. Augustine's Catholic Primary School: Progression in Learning Framework – Physical Development

EYFS Statutory Educational Programme. The curriculum needs to include:

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 **practise of using small tools**, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Knowledge			Skills
<ul style="list-style-type: none"> • Know how to use tools and implements safely • Know the effects of exercise and an active and healthy lifestyle on their bodies • Knowledge about how games and playing games works, including rules • Knows how to negotiate space 			<ul style="list-style-type: none"> • Ability to use large resources with proficiency, control and confidence. • Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence. • Core strength, co-ordination, agility, positional and spatial awareness • Balance • Throw and catch • Lift and carry heavy objects • Cross the midline • Hop, Skip, Jump • Negotiate space • Run • Make alternating movements • Roll • Turn • Spin • Climb • Make anti-clockwise movements • Re-trace vertical lines • Make symmetrical movements • Co-ordinate two sides of the body • Isolate my fingers • Use a Pincer grip • Form a Tripod grip • Make decisions • Take risks • Make healthy choices • Undress and dress
<p>In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:</p> <ul style="list-style-type: none"> • Building children's strength, stamina, balance, co-ordination and dexterity • Developing a range of large and small movements which they can control • Improving and refining children's control and manipulation of a variety of tools • Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces • Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe 			
<p>Gross Motor Development</p> <p>I know...</p> <ul style="list-style-type: none"> • Core strength helps me to balance and use my limbs independently • Big muscles need to be strong to support the smaller muscles in my body • Exercise will build my strength and stamina • I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet 	<p>Fine Motor Development</p> <p>I know...</p> <ul style="list-style-type: none"> • I have four fingers and a thumb and that they can each work separately • My wrists and fingers need to be strong to manipulate small tools and objects • Which fingers form a pincer grip • Which fingers form a tripod grip 	<p>Being Healthy</p> <p>I know...</p> <ul style="list-style-type: none"> • Regular exercise will help to keep me fit • Which foods are healthy and which are unhealthy • How to keep myself safe • How to wash my hands to protect myself and others from germs • The sequence of dressing and undressing 	

<ul style="list-style-type: none"> • Crossing the midline helps both sides of my brain to connect • Both sides of my body need to work together in a co-ordinated way 			
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Characteristics of Effective Learning that are relevant

<p>Playing & Exploring</p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. • Make choices and explore different resources and materials 	<p>Active Learning</p> <ul style="list-style-type: none"> • Begin to correct their mistakes themselves • Keep on trying when things are difficult 	<p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Review their progress as they try to achieve a goal • Check how well they are doing • Solve real problems
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<p>ELG: Gross Motor Skills Children at the expected level of development will:</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>ELG: Fine Motor Children at the expected level of development will:</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, paint brushes and cutlery • Begin to show accuracy and care when drawing
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Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Throwing and catching	Catches a large ball from close distance Throws a large ball with two hands	Catches a beanbag from a close distance Throws a small ball with one hand	Catches a small ball from a close distance Throws a beanbag overarm or underarm	Catches larger items from further away Throws large balls, quoits	Catches smaller items from further away Throws a ball at a target	Catches a range of items from a distance Throws a ball at a target with accuracy	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
Moving the Body with increasing Control	Is active and enjoys moving body Walks on a full foot Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Is developing the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll Is beginning to hop and skip Jumps with two feet Can 'go' and 'stop' Stands very still with a quoit on head Moves safely on different surfaces	Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence Uses stairs, steps or climbing equipment using alternate feet Balances on one foot at a time Walks along a painted line	Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space Makes movements that cross midline of body Explores body movements using climbing and balancing apparatus Bunny hops Balances on a bench/ plank (wide enough for feet to be together)	Joins different body movements together e.g. a run and a jump Hops Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards Log rolls (A sideways roll start by lying down on the back or front with the body	Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways Moves arms in opposite direction to each other Jumps and lands safely from a height the same as self Teddy rolls (<i>Lean to the left, drawing your right leg upwards to initiate the rolling action. Roll sideways across your back and shoulder. Finish in a straddle shape facing in the opposite direction from where you started</i>)	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance,

		<p>Uses a range of smaller implements with developing control</p>	<p>Balances bean bag on head</p> <p>Makes large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Uses smaller objects and implements in play with increasing accuracy and control</p> <p>Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>Walks with quoit balanced on head/hand</p> <p>Uses smaller objects and implements in play with increasing accuracy and for the intended purpose</p>	<p><i>outstretched. Then roll onto their side and does a complete rotation of the body, remaining parallel to the performing surface)</i></p> <p>Negotiates obstacles whilst balancing quoit on head hand/</p> <p>Walks along a narrow plank/bench, one foot in front of the other</p> <p>Plays chasing games with friends</p> <p>Uses a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence</p> <p>Shows a preference for a dominant hand</p> <p>Uses a tripod grip with greater frequency</p>	<p>Pulls self-up using arms</p> <p>Uses balancing and climbing apparatus to move under, over, through and around</p> <p>Skips confidently</p> <p>Joins different types of body movement: Big and Small, High and Low, Up to and away from, Wide and narrow</p> <p>Use core muscle strength to achieve good posture when sitting at a table/on the floor</p> <p>Uses a range of small tools, eg pens, pencils, scissors, paint brushes and cutlery with the correct grip</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p>	<p>agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>
<p>Understanding and using space</p>	<p>Shows familiarity with different spaces across the learning environment</p>	<p>Can find a space and move to a new space when asked</p> <p>Can make a statue and be very still</p> <p>Can place an item in a space</p> <p>Complete a simple insert puzzle</p>	<p>Can stop in a space and move safely in big spaces and small spaces</p> <p>Can put several things back in the space that they came from</p>	<p>Can move in and out of spaces safely during play by changing direction or speed</p> <p>Understands position of body parts in relation to each other and how much force is required for different tasks</p> <p>Complete a simple jigsaw puzzle</p>	<p>Can move in different directions, forwards and backwards</p> <p>Can move on and off and in and out of obstacles safely</p> <p>Experiments with different types of body movement: Big and Small High and Low, both inside and outside</p>	<p>Understands direction, distance and location</p> <p>Can move in different directions, forwards and backwards, up and down and from side to side</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Can move along and across planks, benches and beams</p> <p>Can spin and whirl</p> <p>Can throw or kick in a straight line at a target e.g. kick a ball into a net</p>	

						Can collaborate with others to manage large items, eg moving a long plank safely	
Expression in movement	Responds to many forms of music by moving the body in different ways, showing pleasure in movement	Can clap hands and stamp feet Joins in with ring games, songs and rhymes	Can move quickly or slowly depending on the type of music being played Can tap in time to simple a rhythm	Can tap or clap to simple repeated rhythms Can move strongly or lightly Attempts to join a range of different movements together	Has a sense of steady beat when moving own body Can play, clap, pat, and step to a steady beat in songs and nursery rhymes in fast and slow tempos Can create a short movement phrase which demonstrates own ideas	Can change the style of movement in response to what is heard Moves with ease and fluency Practices, revises and refines expression in movement Explores beat through using movement, body percussion and instruments Is beginning to express feelings eg angry, excited in response to music	





St Augustine's Catholic Primary School
Assessment: On track/not on track using best fit for each Milestone Descriptor – Physical Development

Milestone 1 (Nursery- Autumn term)	<p>I am physically active and show pleasure in movement. I walk on a full foot and attempt a range of different types of movement, with adult encouragement. My gross motor skills are developing, and I can throw a ball with two hands and sometimes catch a ball from a close distance. I am learning to balance. I show familiarity with the spaces I use at home and in a setting. I have experienced lots of different types of music and sound and respond to music when it is played. I explore a range of smaller objects to develop hand/eye coordination showing increasing control.</p>
Milestone 2 (Nursery- Spring term)	<p>I am developing the strength and skill to move in many different ways. I can stop when I need to, stand very still and I experiment with clapping, stamping, hopping, skipping and jumping. My hand/eye co-ordination and fine and gross motor skills are developing as expected so that I can use implements with increasing control. I can throw and catch from a short distance, place several items in a specific place and find a space. I respond to music and join in with ring games.</p>
Milestone 3 (Nursery- Summer term)	<p>My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand e.g. paintbrushes, scissors. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm.</p>
Milestone 4 (Reception- Autumn term)	<p>I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy. I use implements with increasing control and for an intended purpose. I know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.</p>
Milestone 5 (Reception- Spring term)	<p>I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can move around a space, changing direction and stopping with control. I can use a range of small tools, including pens, pencils, scissors, paint brushes and cutlery with confidence and increasing accuracy, and I often use a tripod grip. I have a sense of steady beat when moving my body and I can play, clap, pat, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas</p>
Milestone 6 (Reception- Summer term)	<p>I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I am able to throw, kick and catch with accuracy. In fine motor movements I can hold a pencil effectively, using the tripod grip in almost all cases. I show a preference for a dominant hand. I can select and use a range of small tools, including scissors, paint brushes and cutlery safely and begin to show accuracy and care when drawing. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments</p>