

Physical Development Progression of Skills and Knowledge
Moving and Handling

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4-5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Uses gesture and body language to convey needs and interests and to support emerging verbal language use • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • When holding crayons, chalks etc, makes connections between their movement and the marks they make 	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers • Begins to understand and choose different ways of moving • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars as sitting astride • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacle • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Manipulates a range of tools and equipment in one hand, • Shows a preference for a dominant hand • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Uses simple tools to effect changes to materials • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently 	<p>Gross Motor Skills</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>Fine Motor Skills</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.

		<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand tools 		
Key vocabulary	Ball run walk jump roll dance	Movement vocabulary e.g. hop jump roll slide slither move stretch copy throw catch bounce music dance fast slow Equipment names e.g. beanbag hoop net	Equipment names e.g. beanbag, quoit, bat Movement vocabulary: body actions, rhythms, shape and balance Move, body, stretch, copy, leap shape crouch drop Catch and throw, Run and stop, Team, target, direction, catch faster slower	
Key visitors / visits / experiences	Sports Morning Climbing frame in outside area Opportunities to develop gross and fine motor skills inside and outside	Sports Morning Climbing frame in outside area Opportunities to develop gross and fine motor skills inside and outside	Sports Morning PE coach sessions each week Trim trail in back playground Weekly use of Penpals scheme to support fine motor / handwriting skills Diwali Dance workshop	

What is this the foundation for?	<p>In PE in Year 1 children will</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. • 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. • Develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities, finally lead healthy, active lives. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending. 			
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Physical Development Progression of Skills and Knowledge
Health and self-care

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4-5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> • Sleeps for 12-14 hours a day with one/two naps • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing 	<ul style="list-style-type: none"> • Able to help with and increasingly independently put on and take off simple clothing items such as hats, • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions • Observes and can describe in words or actions the effects of physical activity on their bodies. 	<ul style="list-style-type: none"> • Usually dry and clean during the day • Can initiate and describe playful actions or movements for other children to mirror and follow • Shows understanding of how to transport and store equipment safely • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Eats a healthy range of foodstuffs and understands need for variety in food 	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of physical activity • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need • Able to help with and increasingly independently put on and take off simple clothing items. • Begins to recognise danger and seeks the support and comfort of significant adults 	<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Can name and identify different parts of the body • Can mirror the playful actions or movements of another adult or child • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, 	<ul style="list-style-type: none"> • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	
Key vocabulary		Help Exercise Healthy food Sleep Clean healthy, unhealthy	Exercise healthy food, physical activity sleep clean, bodies, respecting my body, naming body parts	
Key visitors / visits / experiences	Toothbrush / toothpaste – home each term Supported with self-help skills – toilet training. Support taking coat / shoes on and off Roleplay opportunities Providing healthy snacks / tasting and making food Growing food	Toothbrush / toothpaste – home each term Visit from nurse Roleplay opportunities Continue to support with toilet training Support with becoming more independent with shoes, coats, jumpers cardigans Providing healthy snacks / tasting and making food Growing food	Brush Up scheme Visit from dentist Toothbrush / toothpaste – home each term Roleplay opportunities Supported changing for PE Providing healthy snacks / tasting and making food Growing food	
What is this the foundation for?	<p>In PSHE in Year 1 children will:</p> <ul style="list-style-type: none"> • Learn about making healthy and less healthy choices • Explore hygiene, keeping themselves clean and that germs may make them unwell • Learn about road safety and who can keep them safe • Learn about life cycles and compare animal and human lifecycles • Learn the correct words for private parts and that no one has the right to hurt these parts of the body 			

