

Penketh South Early Years – Physical Development Progression of Knowledge and Skills

Curriculum Area	Autumn			Spring			Summer		
	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years
Gross Motor Skills	<ul style="list-style-type: none"> I can move safely in open spaces, avoiding collisions. I can walk steadily and begin to run short distances. I can climb low equipment with adult support. I can squat with steadiness and rise to my feet with balance. 	<ul style="list-style-type: none"> I can move around people/objects without bumping into things. I can run and stop with control. I can move in a different way e.g. rolling, crawling, climbing. I understand different actions have elements of risk. I can paint and mark make using my whole body movements. I can jump off an object. I can pull down my clothing to get changed/go to the toilet. I can throw and catch a large ball. 	<ul style="list-style-type: none"> I can demonstrate some moves in front of an audience. I can follow a simple routine during music and movement sessions. I can confidently negotiate the outdoor provision. I can understand personal space and consideration for others. I can run, stop, and change direction quickly. I can climb confidently I can throw/catch a medium ball. 	<ul style="list-style-type: none"> I can follow simple movement directions (forward/backward). I can kick a large ball I can balance briefly on one foot with support. I can move up and down a step and slope maintaining balance. 	<ul style="list-style-type: none"> I can climb steps with alternative feet. I can climb into tunnels of different sizes. Before carrying out a large physical movement, I notice big risks. I can change independently into some of my clothes. I can identify safe ways to move around others. I can jump forward with two feet. I can balance on one foot for a few seconds. 	<ul style="list-style-type: none"> I know how to sit with good posture on the floor or table to complete an activity. I can catch and throw a small sized ball. I can jump over an object landing with both feet. I can create a simple routine. I can adapt movement to different spaces and obstacles. I can jump off equipment safely; hop and skip with rhythm. I can balance on a narrow beam. 	<ul style="list-style-type: none"> I can recognise and go around obstacles. I can run with more control. I can jump with two feet together. I can climb using cross lateral movements with my hands and feet. I am able to use equipment that requires pulling and pushing 	<ul style="list-style-type: none"> When taking part in big physical movements, I check for risk and adjust my behaviour. If I hurt myself I am resilient and can seek help if appropriate. I can plan routes around obstacles. I can hop on one foot. I can climb higher equipment. I am beginning to use skipping movements. 	<ul style="list-style-type: none"> I can negotiate space and obstacles safely for myself and others. I can balance and walk along a beam, using my arms to balance. I can participate in a game of hop scotch. I know how to stand appropriately in a line. I can apply movement skills in games and dance. I can move energetically in sequences (running, hopping, skipping). I can negotiate complex spaces with balance and coordination.
Fine Motor Skills	<ul style="list-style-type: none"> I am beginning to grasp objects using 	<ul style="list-style-type: none"> I can feed myself with a spoon. 	<ul style="list-style-type: none"> I can use a range of mark making resources to 	<ul style="list-style-type: none"> I am developing a pincer grip for picking up small items. 	<ul style="list-style-type: none"> I know there are some rules to follow with equipment. 	<ul style="list-style-type: none"> I can hammer a nail into a piece of wood 	<ul style="list-style-type: none"> I can hold a crayon with thumb and fingers 	<ul style="list-style-type: none"> I can evaluate and select the correct tool for a desired 	<ul style="list-style-type: none"> I can use a range of small tools independently

	<p>whole hand (palmar grip).</p> <ul style="list-style-type: none"> I can explore mark-making with chunky crayons and finger paints. I can use hands to feed self with support. I can hold objects with precision. 	<ul style="list-style-type: none"> I can manipulate clay or dough to make something. I mark make with an intent. I can pick up a range of loose parts and manipulate them into desired positions I can hold mark-making tools with increasing control. I can use playdough to strengthen hand muscles (rolling, pinching). I am beginning to snip paper with scissors. 	<p>draw confidently.</p> <ul style="list-style-type: none"> I know that tools have to be used safely. I can use scissors to cut along a line, mostly accurately. I can weave with ribbon or wool, following a simple in and out pattern. I can write my name and form some letters that are important to me I can hold a pencil using tripod grip most of the time. I can draw recognisable figures with some detail. 	<ul style="list-style-type: none"> I can attempt to use a spoon independently. I can make simple marks with crayons or chalk. I can hold and manipulate tools and equipment using a fist or pincer grip. 	<ul style="list-style-type: none"> I have a dominant hand. I know how to attach materials to other materials. I know how to make snips with scissors. I can use a spoon and fork with growing independence. I can draw simple shapes (circle, line) with control. I can hold a pencil with a tripod grip for short periods. I am able to use resources that require twisting, turning and rotating. 	<p>independently and safely.</p> <ul style="list-style-type: none"> I know how to correctly form 10 letters and some numbers. I can use scissors to cut out a shape. I can stay within the lines when shading in an area I have drawn. I can maintain a tripod grip consistently. I can use a range of tools (paintbrushes, glue spreaders, cutlery) with control. I can form letters with increasing accuracy. 	<p>(emerging tripod grip).</p> <ul style="list-style-type: none"> I am beginning to turn pages in a book one at a time. I can use simple tools like large paintbrushes with support. I can use a pincer grip hen eating finger food. 	<p>outcome. e.g size of paintbrush tools for clay.</p> <ul style="list-style-type: none"> I can eat independently at the table. I know how to use one handed tools such as hammers. I know some of the letters in my name and have a go at writing it. I enjoy manipulating different materials eg. pinching/pulling g/ stretching. I can cut along a straight line with scissors. I can use paintbrushes with controlled strokes. I am beginning to copy letters or shapes with care. I am able to manipulate resources such as small world, simple puzzle pieces and page turning with growing control. 	<p>correctly holding a knife and fork.</p> <ul style="list-style-type: none"> I know how to use a pen holding a tripod grip. I know how to show accuracy when drawing. I know how to form most letters correctly. I can use scissors to cut out a shape or picture with increasing accuracy.
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