



DETERMINATION RESPECT EMPOWERMENT APPRECIATION MOTIVATION SAFETY
IF YOU CAN DREAM IT, YOU CAN DO IT!

Physical development- Progression and skills

Key texts to unlock the learning



Curriculum end goals

ELGs Physical Development	Physical Education Year 1 National Curriculum
<p>Gross Motor Skills</p> <p>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>Fine Motor Skills</p> <p>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. 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>KS1 PE</p> <p>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. 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<p>Negotiate space and obstacles safely</p> <p>Spatial awareness</p>	<ul style="list-style-type: none"> Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them (proprioception). Move around both the indoor and outdoor space without bumping into objects or other people (proprioception). Ride around simple objects on trikes and in ride ons beginning to steer, e.g. <i>Little Tikes</i> cars / wiggle cars. Beginning to move around safely on scooter board / floor surfer. 	<ul style="list-style-type: none"> Confidently crawl and climb in, out, over and under obstacles (proprioception). Can find space to play games that need larger areas, e.g. ball games, building with large loose parts. Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception). Rides trikes, balance bikes, scooters and scooter boards / floor surfers confidently around the setting avoiding other people and objects. 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (proprioception). Travels with confidence and skill around, under, over and through balancing and climbing equipment (proprioception). Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control, e.g. weaving in and out of cones, following chalk lines and following a map of the setting.
Essential vocabulary	fit, climb, move, careful, ride, safe	crawl, space, over, under, quickly, safely	race, chase, travel, obstacle, weave, follow

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> How to climb and crawl using hands and legs appropriately. How to run and look at the same time – dodging and jumping obstacles safely. How to ride bikes, trikes and scooters safely. How to use their legs and steer at the same time. 	<p>Outdoor Equipment</p> <ul style="list-style-type: none"> tunnels boxes tents / dens and equipment to build these obstacle course equipment – planks, blocks and stepping-stones climbing frames giant tops rockers roller wheels 	<p>Bikes, trikes and scooters</p> <ul style="list-style-type: none"> bikes trikes balance Bikes scooters scooter boards / floor surfers ride ons <i>Didicars</i> 	<p>Large Loose Parts</p> <ul style="list-style-type: none"> planks, boxes, wedges den building equipment tyres steering wheels crates chairs with no legs poles camouflage nets 	<p>Pupils will also meet this in other aspects of the provision. For example, in weekly PE lessons travelling in dance and gymnastics, when running freely on the playground, in forest school, when acting out stories ,e.g. the box spaceship in <i>Whatever Next</i> by Jill Murphy. They will also meet this when beyond the school environment, e.g. in playparks, when running up and down hills and on bumpy paths.</p>

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Developing strength, balance and co-ordination	<ul style="list-style-type: none"> ▪ Start to use stairs independently. Enjoy starting to kick, throw and catch balls. ▪ Balance on simple objects that are close to the ground (vestibular sense). ▪ Build independently with a range of appropriate resources. ▪ Ask for help if an object is too large or heavy for them. ▪ Hold themselves up without lying or slouching when sitting on the carpet or on a chair (vestibular sense / proprioception). ▪ Can sit still for short periods of time without wriggling, rocking, tapping (vestibular sense / proprioception). ▪ Developing bilateral integration. ▪ Can cross the midline, e.g. when reaching for a toy. 	<ul style="list-style-type: none"> ▪ Go up steps and stairs, or climb up apparatus, using alternate feet. ▪ Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. ▪ Static and dynamic balance on a range of equipment and obstacles, e.g., logs, planks and blocks, knowing to put their arms out to help them when they are unsure. ▪ Stand on one leg and hold a pose for a game like musical statues. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ▪ Build using a wider variety of heavier loose parts, e.g. tyres. ▪ Use large-muscle movements to wave flags and streamers, paint and make marks. ▪ Creates lines and circles pivoting from the shoulder and elbow (shoulder and elbow articulation). ▪ Able to sit on the carpet and on chairs for increasing amounts of time using core strength to keep them upright and stable. ▪ Continuing to develop bilateral integration. ▪ Can cross the midline, e.g. touching opposite toes with opposite hands. 	<ul style="list-style-type: none"> ▪ Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Can static (stationary) balance on a wide range of objects and body parts. ▪ Can dynamic balance (balance whilst moving) on the floor and on a wide range of objects with increasing confidence. ▪ Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback, e.g. rocking, tapping etc. ▪ Has developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand. ▪ Can cross the midline and uses this for fluid movement (both gross and fine movement).
Essential vocabulary	throw, catch, kick, reach, stairs / steps	climb, grab, balance, carry, streamers, opposite	land, control, strength, movement, balancing


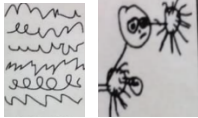
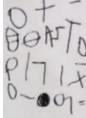
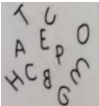
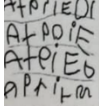
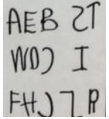
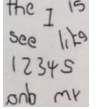
What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
Developing strength, balance and coordination	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> • How to cross the midline. • How to use both hands with symmetrical movement, e.g. pushing a wheelbarrow. • How to use hands / feet with reciprocal movement, e.g. riding a bike / climbing a ladder. • How to use leading and supporting hand, e.g. when digging one hand does the work while the other steadies the spade / fork. • How to ride a bike / trike / scooter using legs to push off and glide. • How to catch a ball - cupping hands, move to meet the object, elbows bent. • How to throw a ball – other arm aims, sideways on, bring arm back let go, keep arm in direction of ball. • How to static and dynamic balance. • How to carry equipment safely. • How to choose the right tools and equipment for a job. 	<p>Large Loose Parts</p> <ul style="list-style-type: none"> • planks, boxes, wedges • den building equipment • tyres • steering wheels • crates • chairs with no legs • poles • camouflage nets 	<p>Outdoor Equipment</p> <ul style="list-style-type: none"> • tunnels • boxes • tents / dens • obstacle course equipment – planks, blocks, stepping-stones • climbing frames / equipment • giant tops • rockers • roller wheels • streamers / ribbons / scarves • space hoppers • large brushes and pots of water for painting fences / walls / floor 	<p>Kicking, Throwing and catching Equipment</p> <ul style="list-style-type: none"> • balls – range of sizes and weights and uses • bats and racquets • hoops • nets • scoops • bean bags • quoits • targets • basketball hoops • bounce nets • rockets 	<p>Pupils will also meet this in other aspects of the provision. For example, in weekly PE (dance, gym, games) lessons, when walking around the school / local community, with parents / when visiting playparks. Physical development (particularly gross motor) and its benefits should be actively promoted to parents to ensure pupil's physical development does not impede other areas of development such as speech and language or self-regulation.</p>

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Move energetically	<ul style="list-style-type: none"> Can walk, run, jump and climb. Is beginning to learn to swim. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines). 	<ul style="list-style-type: none"> Can skip and hop and is developing strength and confidence when running, jumping and climbing. Is developing stamina when walking, beginning to walk further distances. Is beginning to learn to swim. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines). Beginning to say in simple terms why we need to be active. 	<ul style="list-style-type: none"> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding hopping and climbing. Continues to develop stamina when walking and can walk at least a mile. Is beginning to learn to swim. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines). Know and talk about the different factors that support their overall health and wellbeing, e.g. regular physical activity.
Essential vocabulary	walk, run, jump, climb, move	skip, hop, swimming, healthy, exercise	physical activity, active, stamina, health

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>		<i>Wider Provision</i>	
<ul style="list-style-type: none"> How to keep our bodies healthy. The importance of exercise. Different ways of moving. Techniques for running, e.g. use of arms to power, knees up. Techniques for skipping and hopping, e.g. practise standing on one foot. How to stay safe when climbing (3 points of contact). 	Digging Area / Sand / Mud <ul style="list-style-type: none"> large and small spades wheelbarrows push / pull along carts water buckets for carrying / transporting sand (wet sand is heavier to transport) soil (wet soil is heavier to transport) planks 	Outdoor Equipment <ul style="list-style-type: none"> tunnels boxes tents / dens obstacle course equipment – planks, blocks, stepping-stones climbing frames / equipment giant tops rockers roller wheels streamers / ribbons / scarves space hoppers tyres 	Kicking, Throwing and catching Equipment <ul style="list-style-type: none"> balls – range of sizes and weights and uses bats and racquets hoops nets scoops bean bags quoits targets basketball hoops bounce nets rockets 	Pupils will also meet this in other aspects of the provision. For example, they will move energetically when playing catch with their friends, when riding the bikes, trikes, scooters, when out in parks / gardens outside of school. Some schools choose to do some form of intensive exercise daily, e.g. some form of daily mile to ensure pupils partake in enough exercise.

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Pencil Grip (CUSP Early Foundations Writing Link)	<ul style="list-style-type: none"> Use a combination of large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. For example, tearing, making marks on and printing on different types of paper. Explore different materials and tools. For example, grasp, hold and explore objects and materials like clay, finger paint, spoons, brushes, shells. Use digital pronate grasp (may already use static tripod grip). 	<ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use static tripod grip (may already use dynamic tripod grip). 	<ul style="list-style-type: none"> Get dressed and undressed independently managing zips, buttons and <i>Velcro</i> fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (link to Expressive Art and Design: CUSP Early Foundations – Art and Design Technology). Use the dynamic tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient.
Essential vocabulary	tear, marks, print, buttons, zip	scissors, cutting snipping, grip, hold, press	tripod grip, practise, pattern, control, firm, gentle

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> How to do up zips and buttons. How to tear paper. How to press when printing. How to make marks with different pens, pencils, crayons including how hard to press. How to follow lines and patterns. How to grip a pencil accurately. 	Writing / Mark Making Area / Fine Motor Area <ul style="list-style-type: none"> tracing paper tracing cards – lines, zig zags, pre-writing shapes with directional arrows beads, string, pegs, peg boards, tweezers, pom poms, lacing cards, tap-tap boards, screws and bolts dot paper, squared paper, graph paper, lined paper, blank paper choice of mark making equipment – pens, pencils, crayons. stencils and natural materials for drawing around 	Dressing up Area <p>Wide range of everyday clothing and accessories for pupils to practice taking on and off and doing up:</p> <ul style="list-style-type: none"> dresses, shirts, trousers, skirts, coats with zips and buttons <i>Velcro</i> tabards purses, bags and wallets with different fixings, e.g. poppers, clasps, zips jewellery, belts and watches with different fixings. 	Dough Area <ul style="list-style-type: none"> selection of dough with different scents / textures rolling pins – plain and patterned muffin cases / cake tins large and small dough cutters / extruders / stampers (different shapes and patterns) 	Pupils will also meet this in other aspects of the provision. For example, when taking on and off coats, clothes, aprons, shoes and socks etc, in the creative area when collaging. Different opportunities for mark making should be present in all aspects of the continuous and enhanced provision.

<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling.</p> 	<p>I draw basic pictures.</p> <p>I use lines to look like writing.</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p>Attempts to write name</p> 	<p>I write random letters but there is no connection between letters and sounds.</p> <p>I talk about my writing and give meaning.</p> <p>Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p> 
--	---	---	---	---	--	---

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Tools and fixings CUSP Early Foundations EAD Art and Design Technology Focus Link)	<ul style="list-style-type: none"> ▪ Begin to use scissors and <i>Sellotape</i> cutters accurately. ▪ Use basic fixings e.g. PVA glue, <i>Pritt</i> stick, masking tape and <i>Sellotape</i> (but may still get tangled). 	<ul style="list-style-type: none"> ▪ Use scissors accurately. ▪ Begin to use cutlery accurately. ▪ With supervision, use staplers and hole punches safely. ▪ Use masking tape, <i>Sellotape</i> (and cutter), elastic bands, <i>Pritt</i> stick and PVA glue accurately. ▪ Begin to use treasury tags. ▪ With supervision, begin to use an age-appropriate hammer and screws (goggles and gloves). 	<ul style="list-style-type: none"> ▪ Accurately use a range of small tools: scissors, cutlery, stapler, hole punch and trowel. ▪ Know how to use an age-appropriate hammer, screws, nails, hand drills, hand vice and a saw safely (goggles and gloves). ▪ Use a range of fixings explaining choices – staples / stapler, hole punch, treasury tags, split pins, different glues, <i>Sellotape</i>, masking tape.
Essential vocabulary	scissors, tape, glue, together, safe	stapler, hole punch, treasury tag, tools, goggles, safely	trowel, drill, vice, saw, split pins, safety equipment

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> • scissor use and safety • cutting tape safely on and off a cutter • different types of fixing and which to use in different scenarios, including different types of glue and tape • correct use of cutlery • safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw 	Workshop / junk modelling area: <ul style="list-style-type: none"> • range of fixing / joining equipment – different tapes, glues, treasury tags, elastic bands, split pins, screws, nuts and bolts • range of materials for joining – paper, plastic, cardboard, foil, fabric, wood 	Woodwork area (and small and large construction): <ul style="list-style-type: none"> • woodworking tools • <i>Meccano</i>, <i>Lego</i>, or similar construction kits • small loose parts 	Fine motor area: <ul style="list-style-type: none"> • cutting and sticking • <i>Tap-a-shape</i> • nuts and bolts • golf tees / vegetables • pasta / dough (for cutting) 	Pupils will also meet this in other aspects of the provision. For example, role play (post office / shop / Santa's grotto / garden centre), writing area – book making and though a selection of appropriate mark making tools, art area – painting and collage.

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Drawing CUSP Early Foundations EAD Art and Design Technology Focus Link)	<ul style="list-style-type: none"> Start to make marks intentionally using a range of media, e.g. chalk, paint, water, sand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Form the first pre-writing shapes accurately. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings, like happiness, sadness, fear, etc. Form the first five pre-writing shapes accurately. 	<ul style="list-style-type: none"> Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. Create different depth of line using the above. When drawing themselves represent all of the different face / body parts. Draw with increasing observation, e.g. the banana has black dots. Accurately form all of the pre-writing shapes.
Essential vocabulary	draw, pencil, chalk, line, felt tip	shape, lines, drawing, wavy, straight	detail, dark, light, thick, thin, observe

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> Mark making with different media: chalks, water, pens, pencils, crayons and in different materials, e.g. shaving foam, sand, paint, mud Model conversations about what you are making marks for, drawing to represent ideas / assigning meaning to marks. Drawing different lines, e.g. straight, wavy, zig zag ... How to draw accurately through observation. How to make lines darker / lighter. 	Mark Making Area / Writing / Drawing Area <ul style="list-style-type: none"> range of media: pencils, coloured pencils, felt tips, crayons, chalks, dry wipe markers templates for exploring line, e.g. straight, curvy, zigzag natural materials and stencils to draw around different shapes, sizes, colours and textures of paper and card selection of printed papers: lined, squared and dotted 	Woodwork Area <ul style="list-style-type: none"> mark making resources including pencils, felt tip pens, paints, paper and clipboards <p>There should be an expectation that pupils draw in order to plan what they are making. The same could apply to the workshop / junk modelling area.</p>	Science / Investigation Area: <ul style="list-style-type: none"> magnifying glasses for observing mark making materials for observational drawings, annotated diagrams and pictures, e.g. paper, pencils, paint, chalk, crayons, paper and card 	<p>Pupils will also meet this in other aspects of the provision. For example, mark making in dough, drawing pictures for the home corner / themed role play, making cards for a range of purposes / celebrations, making marks outside with paint brushes / and water, paint on car wheels. There should be opportunities for mark making / drawing in each aspect of the provision.</p>

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
<p>Sculpting</p> <p>CUSP Early Foundations EAD Art and Design Technology Focus Link)</p>	<ul style="list-style-type: none"> Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language, e.g. cake, sausages. 	<ul style="list-style-type: none"> Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled. 	<ul style="list-style-type: none"> Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. Use correct vocabulary to describe process, e.g. twisted, rolled, stretched.
Essential vocabulary	dough / playdough, roll, ball, pat	plasticine, squash, squeeze, pull, push	clay, papier mâché, twist, stretch, flatten

What will I explicitly teach:	Where could pupils meet this in provision (this is not exhaustive)			
	<i>Specific Provision</i>			<i>Wider Provision</i>
<ul style="list-style-type: none"> How to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze and stick together. Model making simple items describing what you have made and the process. 	<p>Dough Area</p> <ul style="list-style-type: none"> selection of dough with different scents / textures. rolling pins – plain and patterned muffin cases / cake tins large and small dough cutters / extruders / stampers (different shapes and patterns) 	<p>Art Area</p> <ul style="list-style-type: none"> <i>Plasticine</i> and tools clay and clay tools papier mâché – opportunities to make papier mâché and sculpt around objects, e.g. balloons 	<p>Role Play Area</p> <ul style="list-style-type: none"> dough <i>Plasticine</i> high quality images of food from a range of cultures / family meals 	<p>Pupils will also meet this in other aspects of the provision. For example, sculpting wet sand and mud, experimenting with jelly. Sculpture is not limited to malleable materials – pupils may also make sculptures with woodwork, large and small loose parts and reclaimed materials.</p>