

Curriculum Progression Map for EYFS – Physical Development

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Characteristics of Effective Learning | Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving | | | | | |
| Real PE Units | Coordination – Footwork Static Balance – One Leg | Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated | Dynamic Balance – On a Line Static Balance – Stance | Coordination – Ball Skills Counter Balance – With a Partner | Coordination – Sending and Receiving Agility – Reaction/Response | Agility – Ball Chasing Static Balance – Floor Work |
| Themes | All About Me/ Play | People Who Help Us/ Food | Light and Dark/ Staying Healthy | Animals/ Perfect Plants | Our Wonderful World/ Traditional Tales | Summer/ Moving On |
| Nursery Gross Motor | <p>I can sit comfortably on a chair with both feet on the ground</p> <p>I can explore different ways of moving around in the playground – walk, run, side step, skip</p> <p>I can climb on outdoor equipment</p> <p>I can explore moving on a bike by taking steps</p> <p>I can balance on one leg for 3 seconds</p> <p>I can run safely on my whole foot</p> <p>I can explore side stepping, galloping and hopping, leading with my dominant foot</p> | <p>I can explore different ways of moving around and negotiate space in the playground</p> <p>I can jump into the air with both feet leaving the floor and can jump forward a small distance with control</p> <p>I can use my hands, arms and body to stabilise and balance myself when sitting and standing</p> | <p>I can control my body when performing a sequence of movements</p> <p>I can walk on low beams with support.</p> <p>I can jump over and off an object and land safely</p> <p>I can demonstrate control on a balance bike using alternate feet with speed</p> <p>I can walk forwards and backwards</p> | <p>I can kick a stationary ball with my dominant foot</p> <p>I can throw a large ball at a target</p> <p>I am beginning to catch a large ball with two hands</p> <p>With a partner, I am beginning to maintain balance</p> | <p>I can move at different speeds and change direction</p> <p>I can move in a variety of ways: -skipping -hopping -jumping -running -climbing -crawling</p> <p>I can demonstrate control on a balance bike by picking up both their feet as they move with speed.</p> <p>I can roll a large and collect it.</p> <p>I can bounce a large ball and catch it</p> | <p>I show some control over a moving ball</p> <p>I can start and stop</p> <p>I can hold a mini-front support position</p> <p>I can demonstrate my gross motor skills during Sports Day</p> |

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| <p>Nursery</p> <p>Fine Motor</p> | <p>I can put my arms in my coat with some support</p> <p>My hands start to operate independently during a task that uses both</p> <p>I can make connections between my movements and the marks I make</p> <p>I can hold mark-making tools with thumb and all fingers e.g. paint brush, crayons, chalk, pencils</p> <p>I can experiment mark making with both hands, testing and swapping.</p> <p>I can manipulate a range of tools and equipment in two hand</p> <p>I can practise pre-writing shapes - 1:1 focus.</p> | <p>I can put my arms in my coat independently</p> <p>I can unzip my coat independently.</p> <p>I am beginning to show preference for dominant hand</p> <p>I am developing my pencil grip</p> <p>I am developing my muscle tone to put pressure on paper.</p> <p>I can practise pre-writing shapes - 1:1 focus.</p> <p>I can explore using scissors by snipping card</p> | <p>I can pull the zip up after an adult has started it.</p> <p>I am developing a comfortable pencil grip with support.</p> <p>I can handle tools, objects, construction and malleable materials with some control.</p> <p>I am beginning to draw freely.</p> <p>I am beginning to manipulate a range of tools and equipment in one hand</p> <p>I am beginning to hold scissors correctly and cut straight lines.</p> <p>I can practise pre-writing shapes - 1:1 focus.</p> | <p>I can start and fasten a zip with support.</p> <p>I show preference for dominant hand.</p> <p>I can cut in different directions by moving the paper.</p> <p>I draw freely and recognise what I've drawn</p> <p>I can practise pre-writing shapes - 1:1 focus.</p> <p>I can complete fine motor activities with increasing control e.g. threading</p> | <p>I can start and fasten a zip independently.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to use scissors to cut a variety of shapes.</p> <p>I can use one hand consistently for fine motor tasks.</p> <p>I can use a knife to cut up playdough</p> <p>My writing resembles some letters</p> | <p>I can correctly hold a pencil and use it with good control and pressure.</p> <p>I can hold/move the paper with one hand and write with the other</p> <p>I can use scissors with control to cut a variety of shapes</p> <p>I can use some of my print and letter knowledge in their early writing. For example: writing a pretend shopping list</p> <p>I can write some letters accurately.</p> <p>I am increasingly independent in meeting my own needs e.g. washing and drying their hands thoroughly.</p> |
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| Themes | Marvellous Me | My World | Super Science | Living Things | Come Outside | Change |
| Reception Gross Motor | <p>The Daily Mile</p> <p>I can side step in both directions</p> <p>I can gallop, leading with either foot</p> <p>I can hop on either foot I can skip</p> <p>I can maintain balance on both legs</p> <p>I can negotiate space and obstacles safely</p> <p>I can demonstrate balance and coordination when playing</p> <p>I can move energetically, such as run, jump, hop and skip.</p> | <p>The Daily Mile increasing the distance</p> <p>I can jump from 2 feet to 2 feet forwards, backwards and side to side</p> <p>I can land with balance and control, softly and quietly</p> <p>I can maintain balance with control</p> <p>I can move in a variety of ways: -skipping -hopping -jumping -running -climbing -crawling</p> | <p>The Daily Mile – increasing the distance</p> <p>I can walk forwards and backwards with fluidity and minimum wobble</p> <p>I can maintain balance and stand on a line with good stance for 10 seconds</p> | <p>The Daily Mile – increasing the distance</p> <p>I can maintain control of a ball and move it around my body</p> <p>With a partner, I can maintain balance and coordinate movements</p> | <p>The Daily Mile – increasing the distance</p> <p>I can roll a large and small ball and collect the rebound</p> <p>I can react and catch a large ball dropped from shoulder height after bounces</p> <p>I can move at different speeds, change direction and stop promptly</p> | <p>The Daily Mile – increasing the distance</p> <p>I can start and stop quickly</p> <p>I can arrive in the correct position to collect the ball with balance and control</p> <p>I can hold a mini-front support position</p> <p>I can safely carry and place down larger equipment, such as planks and crates</p> <p>I can travel confidently and skilfully under, over, around and through equipment</p> <p>I can take part in race/team games involving gross motor movements – Sports Day</p> |
| Reception Fine Motor | <p>I am beginning to develop a dominant hand</p> <p>I can create lines and circles pivoting from the shoulder and elbow</p> | <p>I can draw simple pictures which can be recognised by themselves and others.</p> | <p>I use an effective pencil grip</p> <p>I can use scissors to cut zig zag lines</p> | <p>I use an effective pencil grip with control</p> <p>I can use scissors with effective hand-positioning and with control.</p> | <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p> | <p>I can hold a pencil effectively in preparation for fluent writing</p> <p>I can use a tripod grip in almost all cases</p> |

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| | <p>I can snip and cut straight lines with scissors</p> <p>I can form the pre-writing shapes</p> <p>I can hold pencil/paint brush beyond whole hand grasp</p> <p>I can put my arms in my coat independently</p> <p>I can use a spoon and fork to pick up food.</p> | <p>I can manipulate a range of tools and equipment in one hand</p> <p>I can begin to form some recognisable letters independently.</p> <p>I can form most letters of my name correctly.</p> <p>I can turn my paper when cutting shapes.</p> <p>I show preference for dominant hand.</p> <p>I can use my fingers to unfasten and fasten buttons on clothes.</p> | <p>I can form some letters correctly</p> <p>I can use simple tools to effect changes to materials.</p> <p>I can handle tools, objects, construction and malleable materials with increasing control</p> <p>I can do up the zip on my coat.</p> <p>I am beginning to use a knife to cut up food.</p> | <p>I can use scissors to cut curved lines and circular shapes.</p> <p>I can manipulate a range of tools and equipment in one hand, tools included paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons.</p> <p>I can form most letters correctly.</p> <p>I am beginning to show accuracy and care when drawing</p> | <p>I can handle tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>I can use scissors to cut a variety of shapes.</p> <p>I can use one hand consistently for fine motor tasks.</p> <p>I can use a knife to cut up food.</p> | <p>I can use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>I can show accuracy and care when drawing</p> <p>I can form most letters correctly.</p> <p>I can operate scissors using finger and thumb, accurately cutting around a shape, moving the paper with the other hand.</p> <p>I can use a fork and knife to cut up and eat food.</p> |
| <p>ELG Gross Motor:</p> | <p>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> | | | | | |
| <p>ELG Fine Motor:</p> | <p>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> | | | | | |