

Curriculum Progression Map for EYFS – Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>

<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	The Daily Mile I can side step in both directions I can gallop, leading with either foot I can hop on either foot I can skip I can maintain balance on both legs I can negotiate space and obstacles safely I can demonstrate balance and coordination when playing I can move energetically, such as run, jump, hop and skip.	The Daily Mile increasing the distance I can jump from 2 feet to 2 feet forwards, backwards and side to side I can land with balance and control, softly and quietly I can maintain balance with control I can move in a variety of ways: -skipping -hopping -jumping -running -climbing -crawling	The Daily Mile – increasing the distance I can walk forwards and backwards with fluidity and minimum wobble I can maintain balance and stand on a line with good stance for 10 seconds	The Daily Mile – increasing the distance I can maintain control of a ball and move it around my body With a partner, I can maintain balance and coordinate movements	The Daily Mile – increasing the distance I can roll a large and small ball and collect the rebound I can react and catch a large ball dropped from shoulder height after bounces I can move at different speeds, change direction and stop promptly	The Daily Mile – increasing the distance I can start and stop quickly I can arrive in the correct position to collect the ball with balance and control I can hold a mini-front support position I can safely carry and place down larger equipment, such as planks and crates I can travel confidently and skilfully under, over, around and through equipment I can take part in race/team games involving gross motor movements – Sports Day
Reception Fine Motor	I am beginning to develop a dominant hand I can create lines and circles pivoting from the shoulder and elbow	I can draw simple pictures which can be recognised by themselves and others.	I use an effective pencil grip I can use scissors to cut zig zag lines	I use an effective pencil grip with control I can use scissors with effective hand- positioning and with control.	I can use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.	I can hold a pencil effectively in preparation for fluent writing I can use a tripod grip in almost all cases

	<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>
ELG Gross Motor:	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
ELG Fine Motor:	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>					