

St Edmund's and St Thomas' Catholic Primary School EYFS PD Knowledge and Skills Progression Map

Physical Development		Nursery	Reception	Links to KS1 curriculum
Gross Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game i.e. musical statues. <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.</p> <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. E.g. 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. 	<ul style="list-style-type: none"> Become more confident and precise in the following movements and begin to combine them with ease and fluency: - Walking – Running – Crawling – Jumping - Skipping – Climbing - Hopping <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <ul style="list-style-type: none"> Begin to understand the effects exercise can have on the body Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> Negotiate space and obstacles safely Show growing competence using a range of tool safely and confidently: 	
	Vocabulary	walk, hop, crawl, travel, stop, start, balance, turn, direction, gallop', 'slither' follow', 'lead', 'copy'	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination	
	How it is covered	<p>Children have twice weekly timetabled PE sessions with Coach Rose. (see curriculum map)</p> <p>During CP practitioners encourage the children to transfer the physical skills learnt in one context to another one e.g. jumping off different objects of varying heights during play to performing a good landing in gymnastics</p> <p>Practitioners model the vocabulary of movement and instruction encouraging children to use it.</p> <p>Children learn simple dances and move their body to music, listening and showing control when to stop and start.</p> <p>A choice of open-ended materials are provided to play with that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing helping to develop coordination, spatial perception, team work, problem solving and strengthening core muscles - upper and lower body. In addition, a range of wheeled resources are available for children to balance, sit or ride on, or pull and push.</p> <p>Practitioners challenge children with further physical challenges when they are ready, such as climbing higher, going down the fireman pole running faster and jumping further and offer regular, gentle encouragement, feedback and when necessary, scaffolding until it becomes an independent skill.</p> <p>Children compete in simple races; working up to Sports Day e.g. running at speed, following instructions to complete an obstacle course.</p> <p>Children have access to indoor and outdoor throughout the day</p>		<p>Throw a ball towards a large target overarm or underarm stepping forward with leading foot.</p> <p>Use kicking in a team game</p> <p>Bounce a small ball on the floor and catch with one hand.</p> <p>Master basic movements developing balance, agility and co-ordination.</p>
Fine Motor Skills	Knowledge and Skills	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Use the pincer grip when sticking and gluing small items onto things.</p> <p>Continue to develop their threading skills.</p>	<p>Develop 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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Perform dances using simple movement patterns.</p>
	Vocabulary	snip, cut, turn, grip, control, helping hand.	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,	Use a range of tools and equipment to perform practical tasks.
	How it is covered	<p>Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor and a creative station– We provide an environment that allows children the opportunities to develop, practise and refine these skills through activities such as threading, pouring, stirring, jigsaws, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like playdough. Staff regularly review the equipment for children to develop their small motor skills so that resources are challenging yet appropriate for the different levels of skill and confidence of children as</p>		

		<p>the year progresses.</p> <p>Pre-writing skills - Activities are planned to develop and further refine small motor skills. E.g. Funky fingers, threading, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials such as play dough, making marks with water on large vertical and horizontal surfaces. Practitioners encourage children by scaffolding e.g. helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reducing help until the child can do each step on their own. In addition Reception children have timetabled discrete handwriting sessions following the handwriting scheme 'Letter Join' and activities such as pen disco and dough disco. Nursery follow the handwriting scheme in the summer term for children that are ready in small focused groups.</p>	
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