



# St Richard Reynolds Catholic Primary School EYFS

## Physical Development Skills and Knowledge Progression



**Checkpoint 1- Autumn**

**Checkpoint 2-Spring**

**Checkpoint 3- Summer**

### **Intent:**

Our children will leave the Foundation Stage at St Richard Reynolds Primary School having experienced a diverse range of physical activities and challenges. This area of learning offers opportunities for pupils to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.

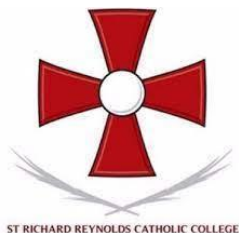
### **Implementation:**

Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated Year R outside space, but also regularly use the school trim trail, high school sports hall and specialist equipment. Our daily Wake and Shake sessions are very popular as well as the two P.E. sessions they participate in each week. Pupils are comfortable and confident when using mark making and writing instruments, demonstrating the correct pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skills through many of our day to day activities, such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions.

### **Impact:**

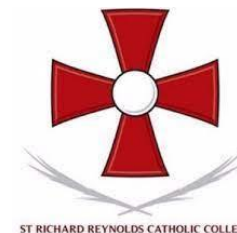
All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.

Below shows the progression of skills that build towards the Physical Development Early Learning Goals.



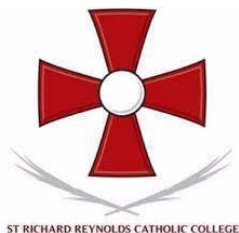
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## Physical Development Skills and Knowledge Progression



**Checkpoint 1- Autumn      Checkpoint 2-Spring      Checkpoint 3- Summer**

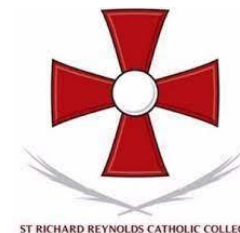
Gross Motor Skills						
	General (also see other skill areas)	Riding a Bike	Balancing	Ball Skills	Jumping	Climbing
	<p style="text-align: center;"><b>Pre School</b></p> <ul style="list-style-type: none"> <li>- Uses large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>- Matches their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<p style="text-align: center;"><b>Pre School</b></p> <ul style="list-style-type: none"> <li>- Can 'walk' a balance bike</li> <li>- Can use feet to scoot a bike and maintain balance</li> <li>- Can maintain balance while Manoeuvring around corners</li> </ul>	<p style="text-align: center;"><b>Pre School</b></p> <ul style="list-style-type: none"> <li>- Stands on tiptoes</li> <li>- Goes up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>- Stands on one foot for 2 seconds</li> <li>- Walks along a chalk line</li> <li>- Walks along a low, wide balance beam, sometimes needing to balance again an adult</li> </ul>	<p style="text-align: center;"><b>Pre School</b></p> <ul style="list-style-type: none"> <li>- Begins to throw ball overhand</li> <li>- Throws ball underhand</li> <li>- Catches a ball by chasing- does not necessarily respond to aerial ball</li> <li>- Bounces a large ball</li> <li>- Uses foot to tap static ball a small distance</li> <li>- Kicks ball with one foot while swinging opposite arm</li> <li>- Directly kicks to knock down a tower</li> <li>- Walks towards and kick a ball</li> </ul>		<p style="text-align: center;"><b>Pre School</b></p> <ul style="list-style-type: none"> <li>- Goes up steps and stairs placing both feet on one step at a time</li> <li>- climbs up apparatus, using two feet</li> <li>- Climbs above their own head height</li> </ul>
	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Progresses towards a more fluent style of moving, with developing control and grace.</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Stops a bike effectively using brakes</li> <li>- Pedals and maintain balance for a few feet down a slight incline</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Walks along a low, wide balance beam independently</li> <li>- Holds a controlled static balance on one leg</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Throws ball forward 10ft in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition.</li> <li>- Catches a large ball between extended arms</li> <li>- Catches a large ball by bringing hands in towards chest</li> <li>- Bounces and catch a large ball using 2 hands</li> <li>- Walks towards and kick a ball towards a target</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Jumps forward, taking off and landing on 2 feet, showing increasing control</li> <li>- Hops on one foot 3 to 5 times</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Climbs upstairs using alternative feet</li> <li>- Climbs up apparatus using two feet</li> </ul>
	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Moves around obstacles</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Pedals and maintain balance for a few feet on a flat surface</li> <li>- Can brake at a specific point with control</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Walks along a low narrow balance</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Hits 2ft target from 5ft away with a tennis ball using underhand toss.</li> <li>- Throws tennis ball underhand at least 10ft using trunk rotation and</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Jumps and turn in the air</li> <li>- Hops up to 10 times on alternate feet</li> </ul>	<p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Performs different movements on a climbing frame, such as swinging</li> </ul>



ST RICHARD REYNOLDS CATHOLIC COLLEGE

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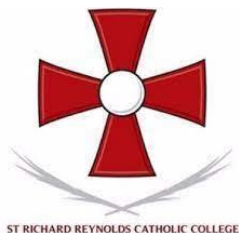
## Physical Development Skills and Knowledge Progression



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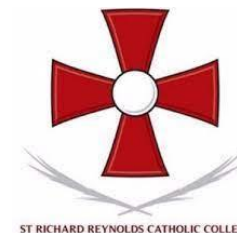
### Checkpoint 1- Autumn      Checkpoint 2-Spring      Checkpoint 3- Summer

				opposing arm/leg movements. - Catches a tennis ball from 5 feet using only hands - Bounces a tennis ball on the floor and catch with two hands - Runs towards and kick a ball - Coordinates body to meet and kick a ball that is rolled to them from a distance		
	<b>On Track Checkpoint 3</b> - Can gage where a moving obstacle may be and move themselves appropriately before reaching it	<b>On Track Checkpoint 3</b> - Follows at a sensible distance behind another rider - Pedals and maintain balance while manoeuvring around obstacles - Follows a path set by another ride	<b>On Track Checkpoint 3</b> - Balances on an unstable surface with increasing control	<b>On Track Checkpoint 3</b> - Can usually hit a target from 12ft away using an overhand toss - Throws with accuracy - Bounces a tennis ball on the floor and catch in one hand	<b>On Track Checkpoint 3</b> - Skips rhythmically	<b>On Track Checkpoint 3</b> -Confidently moves across the woodchip obstacle course
	<b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others	<b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others	<b>ELG:</b> Demonstrate strength, balance and co-ordination		<b>ELG:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	
	<b>Provisions</b> Ribbon twirling, large scale mark making, bikes Outdoor skills- climbing, running etc.		<b>Provisions</b> Obstacle course equipment, large scale building/ PE equipment=- make courses and use/ move etc., different balls, beanbags, gym equipment, woodchip equipment PE lessons		<b>Provisions</b> PE lessons Outdoor provision, bikes, scooters, moving vehicles, large construction, Woodchip equipment, tyre park, skipping ropes	



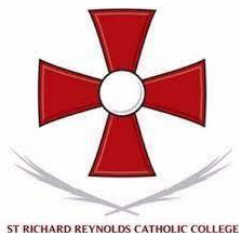
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**Checkpoint 1- Autumn      Checkpoint 2-Spring      Checkpoint 3- Summer**

Fine Motor Skills			
<p style="text-align: center;"><b>Pencil and Brush Control</b></p> <hr/> <p style="text-align: center; color: green;"><b>Preschool</b></p> <ul style="list-style-type: none"> <li>- Uses a comfortable grip with good control</li> <li>- Shows a preference for a dominant hand</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Uses a dominant hand</li> <li>- May mark make in palmer grip</li> <li>- Mark makes in different directions</li> <li>- Makes repeated marks on paper</li> <li>- Mark makes left to right</li> <li>- Imitates simple marks such as lines</li> <li>- Imitates shapes that use multiple movements such as x</li> <li>- Start to move towards tripod grip</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Use core muscle strength to achieve good posture</li> <li>- Holds and uses a pencil confidently</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 3</b></p> <ul style="list-style-type: none"> <li>- Develop the foundations of an appropriate handwriting style</li> <li>- Hold pencil effectively- tripod grip</li> <li>- Form letters accurately using the correct movements (shoulder pivot etc)</li> </ul> <hr/> <p style="text-align: center;"><b>ELG:</b></p> <p>Hold a pencil effectively in preparation for writing (nearly always tripod grip)</p>	<p style="text-align: center;"><b>Scissor Skills</b></p> <hr/> <p style="text-align: center; color: green;"><b>Preschool</b></p> <ul style="list-style-type: none"> <li>- Holds scissors, often with both hands, learning to open and close the blades</li> <li>- Opens/closes blades (not ready to use them on paper yet)</li> <li>- Starts snipping paper (not moving forward with the scissors but making small snips)</li> <li>- Pivots from shoulder and elbow</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Snips paper moving forward</li> <li>- Uses helping hand to hold and help to guide the paper (non-dominant hand)</li> <li>- Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)</li> <li>- Cuts square shape</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 3</b></p> <ul style="list-style-type: none"> <li>- Cuts complex shapes, such as figures.</li> </ul>	<p style="text-align: center;"><b>Cutlery Skills</b></p> <hr/> <p style="text-align: center; color: green;"><b>Preschool</b></p> <ul style="list-style-type: none"> <li>- Uses a spoon effectively</li> <li>- Uses a fork to stab food</li> <li>Spoon cereal from container to dish with little spilling</li> <li>Use a knife to cut soft food like bananas and strawberries, using two hands</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Can spread using a knife</li> <li>- Cuts a variety of foods, holding the knife correctly, using one hand to steady the food</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 3</b></p> <ul style="list-style-type: none"> <li>- Uses a fork to hold food still while cutting it with a knife</li> <li>- Uses a knife and folk independently</li> </ul>	<p style="text-align: center;"><b>Drawing Skills (see also Pencil and Brush Control)</b></p> <hr/> <p style="text-align: center; color: green;"><b>Preschool</b></p> <ul style="list-style-type: none"> <li>- Uses a variety of drawing tools to mark make with some control</li> <li>- Draws in different directions</li> <li>- Draws faces with features and draws enclosed spaces, giving meaning</li> <li>- Uses lines and shapes</li> <li>- Makes simple representations of events, people, animals and objects</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>- Draws potato people (no neck or body)</li> <li>- Demonstrates more control</li> <li>- Draws with detail (bodies with sausage limbs and additional features)</li> <li>- Draws bodies of an appropriate size for what they're drawing</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>- Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)</li> <li>- Spends a sustained amount of time on one product.</li> <li>- Looks closely at lines, shapes, size and patterns when producing an observational drawing</li> <li>- Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Checkpoint 3</b></p> <ul style="list-style-type: none"> <li>- Identifies key features of living things</li> <li>- Looks closely at lines, shapes, size and patterns when producing an observational drawing</li> <li>- Drawings show finer details</li> <li>- Draws portraits, detailed pictures, landscapes, buildings and cityscapes</li> </ul>



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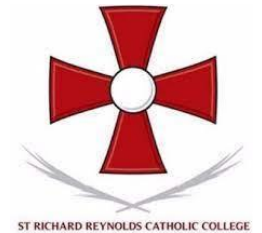
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	<b>ELG:</b> Use a range of small tools e.g. scissors paint brushes, cutlery		<b>ELG:</b> Begin to show accuracy and care when drawing
<p style="text-align: center;"><b>Provisions</b></p> <p>Threading, cutting, weaving, playdough, nuts/bolts and screw, using hands for buttons and zips, screw lids, water squirters, squeezing bottles, locks and keys, linking toys, elastic band boards, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, Lego, soft balls/stress balls, hole punches, stampers, different size paint brushes, split pins, tweezers</p>	<p style="text-align: center;"><b>Provisions</b></p> <p>Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay                      Encourage 'thumbs up' position                      Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed                      Progress to thicker paper e.g. sugar paper for easier handling                      You could draw straight lines on the foam to introduce the idea of going forward, if ready                      Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right                      Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games                      A variety of card, paper, shapes, pictures and materials to cut.</p>	<p style="text-align: center;"><b>Provisions</b></p> <p>Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times</p>	<p style="text-align: center;"><b>Provisions</b></p> <p>Art station with materials to allow independent art                      Opportunities to practise art e.g. mud mark making to bring the skills back for pencil control</p>



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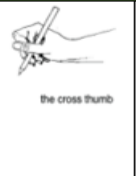



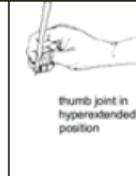




## Physical Development Skills and Knowledge Progression



Checkpoint 1- Autumn

Checkpoint 2-Spring

Checkpoint 3- Summer

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPPOD	DYNAMIC TRIPPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <b>FISTED GRIP</b> 1-2 years old <small>Children use fist to hold tool like a dagger, ax, sword, etc.</small>	 <b>DIGITAL PRONATE GRIP</b> 2-3 years old <small>When you hold the writing tool, the palm is turned so that the palm is facing down towards the page.</small>	 <b>4 FINGER GRIP</b> 3-4 years old <small>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</small>   the high index	 <small>hooked wrist</small>   <small>extended wrist</small>	 the cross thumb	 the thumb tuck	 <small>joints of index finger and thumb in a flexed position</small>	 <small>index finger joint in hyperextended position</small>	 <small>thumb joint in hyperextended position</small>	 <b>STATIC TRIPPOD GRIP</b> 4-6 years old <small>This is a tripod grip, where the thumb, index finger and middle finger work as one unit.</small>	 the lateral tripod	 <b>DYNAMIC TRIPPOD GRIP</b> 6-7 years old <small>Using only 3 fingers to hold the writing tool. This is the ideal grip to hold and move the pencil efficiently, accurately.</small>  
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		

**Impact:**

All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area.