The Rivers CofE Academy Trust: Progression in Learning Framework – Physical Development

EYFS Statutory Educational Programme

The curriculum needs to include:

Physical activity is vital in children's all-round development, enabling them to pursue **happy, healthy and active** lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills** provide the foundation for developing **healthy bodies** and **social and emotional well-being**. **Fine motor control** and **precision** helps with **hand-eye co-ordination** which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the **practise of using small tools**, with feedback and support from adults, allow children to develop **proficiency, control a**nd **confidence**.

Knowledge	Skills
• ***Know how to use tools and implements safely*** • ***Know the effects of exercise and an active and healthy lifestyle on their bodies*** • ***Knowledge about how games and playing games works, including rules*** • ***Knows how to negotiate space***	• ***Ability to use large resources with proficiency, control and confidence.*** • ***Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence.*** • ***Core strength, co-ordination, agility, positional and spatial awareness***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. Make choices and explore different resources and materials	• Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Review their progress as they try to achieve a goal • Check how well they are doing • Solve realproblems

ELG: Gross Motor Skills	ELG: Fine Motor Skills
Children at the expected level of development will: • **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**	Children at the expected level of development will: • **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**

Progression in Learning small steps Nursery to KS1							
	Pre-School (3-4 Year olds)			Reception			Interface with KS1 curriculum
Throwing & Catching	Catches a large ball from close distance Throws a large ball with two hands	Catches a beanbag from a close distance Throws a small ball with one hand	Catches a small ball from a close distance Throws a beanbag overarm or underarm	Catches larger items from further away Throws large balls, frisbees, quoits	Catches smaller items form further away Throws a ball at a target	Catches a range of items from a distance Throws a ball at a target with accuracy	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 Pupils should be taught to: master basic movements including running,
Moving the Body with increasing Control	Is active and enjoys moving body Walks on a full foot Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Is developing the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll Is beginning to hop and skip Jumps with two feet Can 'go' and 'stop' Stands very still with a quoit on head Moves safely on different surfaces Uses a range of smaller implements with developing control	Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence Uses stairs, steps or climbing equipment using alternate feet Balances on one foot at a time Walks along a painted line Balances bean bag on head Makes large-muscle movements to wave flags and streamers, paint and make marks Uses smaller objects and implements in play with increasing accuracy and control Manipulates a range of tools and equipment in one hand including	Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space Makes movements that cross midline of body Explores body movements using climbing and balancing apparatus Bunny hops Balances on a bench/ plank (wide enough for feet to be together) Walks with quoit balanced on head/hand Uses smaller objects and implements in play with increasing accuracy and for the intended purpose	Joins different body movements together e.g. a run and a jump Hops Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards Negotiates obstacles whilst balancing quoit on head hand/ Walks along a narrow plank/bench, one foot in front of the other Plays chasing games with friends Uses a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence Uses a tripod grip with greater frequency	Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways Moves arms in opposite direction to each other Jumps and lands safely from a height the same as self Teddy rolls Pulls self-up using arms Uses balancing and climbing apparatus to move under, over, through and around Skips confidently Joins different types of body movement: Big and Small, High and Low, Up to and away from, Wide and narrow Use core muscle strength to achieve good posture when sitting at a table/on the floor Uses a range of small tools, eg pens, pencils, scissors, paint brushes and cutlery with the correct grip	

			paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons			Shows increased care when drawing. Shows a preference for a dominant hand Handles tools, objects, construction and malleable materials safely and with increasing control and intention **ELG: Fine Motor Skills** Children at the expected level of development will: • 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	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
Understanding and using space	Shows familiarity with different spaces across the learning environment	Can find a space and move to a new space when asked Can make a statue and be very still Can place an item in a space	Can stop in a space and move safely in big spaces and small spaces Can put several things back in the space that they came from	Can move in and out of spaces safely during play by changing direction or speed Understands position of body parts in relation to each other and how much force is required for different tasks	Can move in different directions, forwards and backwards Can move on and off and in and out of obstacles safely Experiments with different types of body movement: Big and Small High and Low, both inside and outside	Understands direction, distance and location Can move in different directions, forwards and backwards, up and down and from side to side Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Can move along and across planks, benches and beams Can spin and whirl	

						Can throw or kick in a straight line at a target e.g. kick a ball into a net Can collaborate with others to manage large items, eg moving a long plank safely	
Expression in movement	Responds to many forms of music by moving the body in different ways, showing pleasure in movement	Can clap hands and stamp feet Joins in with ring games, songs and rhymes	Can move quickly or slowly depending on the type of music being played Can tap in time to simple a rhythm	Can tap or clap to simple repeated rhythms Can move strongly or lightly Attempts to join a range of different movements together	Has a sense of steady beat when moving own body Can play, clap, pat, and step to a steady beat in songs and nursery rhymes in fast and slow tempos Can create a short movement phrase which demonstrates own ideas	Can change the style of movement in response to what is heard Moves with ease and fluency Practices, revises and refines expression in movement Explores beat through using movement, body percussion and instruments Is beginning to express feelings eg angry, excited in response to music **ELG: Gross Motor Skills** Children at the expected level of development will: • 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	