Brookside Primary School

National Curriculum links to EYFS

PD progress model for knowledge and skills

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expectations for Nursery** | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
| **Gross motor** | Can throw a large ball with both hands | Can throw a small ball with one hand | Can throw a ball or bean bag underarm or overarm | Can throw rugby balls, javelins, and discus | Can throw a ball at a given target | Can bat a ball | **Negotiate space and obstacles safely, with considerate for themselves and others.** | **PE**  Master basic movements including running, 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 teams games, developing simple tactics for attacking and defending |
| Catches a large ball from a short distance | Catches a small ball or bean bag from a short distance | | Can catch larger items from a longer distance | Can catch smaller items from a longer distance | |
| Can kick a large ball in a straight line | Can kick a large ball at an intended target | Can walk with a ball | Can run with a ball | Can dribble in and out of targets | Can pass a ball to another person |
| Go up steps and stairs independently | Go up steps and stairs, or climb up apparatus, using alternate feet | | Climbs apparatus, going up forwards, over and coming down backwards | | Manage own risks when travelling over, under, through apparatus | **Demonstrate strength, balance and co-ordination when playing** |
| Skip, hop, stand on one leg and hold a pose | | | Can demonstrate different types of balances using feet | Can balance using different body parts | Balancing with precision and accuracy |
| Balances a quoit on their head whilst moving | | | Walks along a bench / balance beam independently | Can balance a ball on a bat | Can balance a ball on a bat whilst moving |
| Rides a trike independently | Rides a 3 wheeled scooter independently, moving one leg backwards and forwards | Rides a balance bike, occasionally lifting up their feet | | Rides a 2 wheeled scooter independently, moving one leg backwards and forwards | Pedals a bike with stabilisers. |
| Uses large-muscle movements to produce vertical and horizontal lines | Uses large-muscle movements to produce circles and + | Uses large-muscle movements to produce squares | Uses large-muscle movements to produce diagonal lines | Uses large-muscle movements to produce X and triangles | Uses large-muscle movements to produce letter shapes |
| Can walk, run, crawl and climb when directed | Can walk, run, crawl and climb independently | Match their developing physical skills to tasks and activities | Can walk, run, crawl, climb, hop, jump and skip with increasing control | | Moves in imaginative ways | **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing** |
| PE Vocabulary | Balance, travel, catch, climb, run | | | | | |  |  |
| **Fine motor** | Cylindrical grasp | Digital grasp | Use a comfortable grip with good control | Modified tripod grasp | Tripod grasp | Is able to replicate patterns, letters and numbers with ease | **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases** | **Handwriting**:  Sit correctly at a table, holding a pencil comfortably and correctly |
| Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers | | Uses one-handed tools and equipment | Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers | | Can use appropriate tools with precision to achieve a planned effect. | **Use a range of small tools, including scissors, paintbrushes and cutlery** |
| Uses small-muscle movements to produce vertical and horizontal lines | Uses small-muscle movements to produce circles and + | Uses small-muscle movements to produce squares | Uses small-muscle movements to produce diagonal lines | Uses small-muscle movements to produce X and triangles | Uses small-muscle movements to produce letter shapes | **Begin to show accuracy and care with drawing** |
| **Independence** | Starts taking part in adult led group activities | Starts taking part in child-initiated group activities | Starts taking part in group activities which they make up | | | | **Further develops the skills they need to manage the school day successfully** | Lead activities  Understands the risks and adapts accordingly when moving large items appropriately.  Can dress and undress independently  Organise and be responsible for their own belongings. |
| Collaborates with others to manage large items (with adult guidance) | Collaborates with others to manage large items | Collaborates with others to manage large items appropriately | | | |
| Uses a spoon, fork and knife (to spread) independently | Peels their own fruit and pierces their own milk carton | Uses a knife to cut independently | Starts to eat independently, learning to use a knife and fork | Opens their own straw and pours their own drink/milk | Uses a knife and fork with precision |
| Can put their own aprons on and pull clothing up and down for the toilet | Can put on their own hats and shoes | Can put on their own socks and mittens. | Put their coat on by themselves and zip it up | Can get changed with minimal help (buttons) | Puts on gloves and puddle suits independently |
| Washes their hands independently | Uses the toilet and wipes themselves | Blows their nose, disposing of the tissue and sanitising | Ensures they are eating enough food and drinking enough water | Tidies up, takes jumper off if hot and puts it on if cold | Understands the etiquette of lining up and queuing |