EYFS Progression in Learning Framework

Physical Development

Manor Park Primary School

Manor Park Primary School: 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**.

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**

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**

Physical Development - Progression in Learning small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	
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	Catches a large ball from further away Throws large balls, frisbees, quoits	Catches smaller items from 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
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	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	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	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	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	Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways 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	

		Sits on a scooter board and pushes along	Balances bean bag on head Makes large-muscle movements to wave flags and streamers, paint and make marks Rides a balance bike lifting feet Rides a 3 wheel scooter moving one leg to push	Balances on a bench/ plank (wide enough for feet to be together) Walks with quoit balanced on head/hand Rides a bike with stabilisers Rides a 2-wheel scooter, pushing and resting foot on the board Plays chasing games with friends	Negotiates obstacles whilst balancing quoit on head hand/ Walks along a narrow plank/bench, one foot in front of the other Rides a bike with stabiliser, changing direction and stopping with control Uses a scooter board, stopping, starting and changing direction with control	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 Rides a bike without stabilisers, stopping with control	(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, 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 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 Can spin and whirl Can collaborate with others to manage large items - *moving a long plank safely*	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 throw or kick in a straight line at a target - *kick a ball into a net*	
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	Has a sense of steady beat when moving own body Can play, clap and step to a steady beat in songs	Can change the style of movement in response to what is heard Moves with ease and fluency	

				Attempts to join a range of different movements together	and nursery rhymes in fast and slow tempos Can create a short movement phrase which demonstrates own ideas	Practices, revises and refines expression in movement Explores beat through using movement, body percussion and instruments Is beginning to express feelings in response to music	
Fine Motor Skills	Holds tools and objects with growing stability, such as tambourines, jugs, hammers, or mark making tools. Uses tools with increasing purpose and coordination, for example tapping, pouring, hammering, or making marks. Manipulates objects with improving control, including turning, twisting, shaking, or positioning them during play. Shows awareness of how to adjust grip and movement to achieve a desired effect e.g. pouring carefully, tapping gently, pressing harder to make a mark.	Selects and holds smaller tools with improved precision, such as brushes, thick chalk, spring-loaded scissors Uses these implements with growing accuracy, for example making more deliberate marks, or snipping paper. Shows better hand-eye coordination when manipulating tools, adjusting movements to achieve a specific outcome. Demonstrates increasing control and stamina in fine motor tasks, sustaining grip and movement for longer periods.	Handles small objects with growing precision, such as beads and buttons, small blocks, or loose parts during play. Uses finer implements with more controlled movements, for example drawing with intention, threading, using small tools in role-play, cutting along a straight line. Coordinates both hands more effectively when manipulating objects, showing improved grip, stability, and dexterity. Places small items with deliberate control, showing care when positioning objects during play or tidy-up activities. Adjusts movements for a specific outcome eg repositioning an item or refining a structure.	Selects and uses small tools or objects with clear purpose, choosing items that match what they want to achieve e.g. selecting tweezers for picking up small pieces, choosing the correct writing tool. Handles implements with improved accuracy, showing more controlled movements when drawing, cutting, threading, building, or manipulating small parts. Uses tools to achieve a specific outcome, such as cutting along simple lines or round large shapes, fastening components, or placing items precisely during construction or creative tasks. Demonstrates growing independence and problem-solving, adjusting grip, pressure, or technique when a task requires more precision.	Selects appropriate tools independently, choosing the correct implement for writing, cutting, painting, or eating. Uses each tool with increasing control, showing smoother, more coordinated movements during tasks such as drawing, cutting smaller shapes, or painting. Handles tools safely and with growing efficiency, demonstrating awareness of how to hold and use them correctly eg soft-touch scissors (no spring) Shows confidence in switching between tools, adapting grip and movement depending on the task e.g. cutting outlines from paper, painting details, using cutlery during meals. Adopts a tripod grip more consistently, especially	Chooses and picks up tools independently, showing awareness of which tool is needed for the task. Uses each tool with smoother, more controlled movements, such as cutting around more detailed shapes, painting details, drawing with intention, or forming letters Handles tools safely and efficiently, demonstrating correct grip, direction, and pressure. May show a preference for a dominant hand	

			Shows growing persistence and coordination when carrying out purposeful actions that require focus.		**during focused writing or mark-making activities.** **Maintains the tripod grip for longer periods, showing improved stamina and adjusting hand position independently**		

Assessment: On track/not on track using best fit for each Milestone Descriptor – Physical Development	
Milestone 1	***I am physically active and show pleasure in movement. I walk on a full foot and attempt a range of different types of movement, with adult encouragement. My gross motor skills are developing, and I can throw a ball with two hands and sometimes catch a ball from a close distance. I am learning to balance using wheeled toys. I show familiarity with the spaces I use at home and in a setting. I have experienced lots of different types of music and sound and respond to music when it is played.*** ***I explore a range of smaller objects to develop hand/eye coordination showing increasing control, in my play. I can use tools to do things on purpose, like tapping, pouring, hammering, or making marks. I can move and control objects carefully, changing how I hold or use them to get the result I want.***
Milestone 2	***I am developing the strength and skill to move in many different ways. I can stop when I need to, stand very still and I experiment with clapping, stamping, hopping, skipping and jumping. I can throw and catch from a short distance, place several items in a specific place and find a space. I respond to music and join in with ring games.*** ***I can choose and hold small tools carefully, like brushes, chalk or scissors. I can use these tools to do things on purpose, like making marks or snipping paper. I can control my hands and fingers for longer, using them to move tools the way I need to***
Milestone 3	***My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time and ride a balance bike lifting my feet to scoot along. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm.*** ***I can use my hands carefully to pick up and move small things, like beads, buttons, or tiny blocks. I can use tools and both hands together to do trickier tasks, like drawing carefully, threading, or cutting in a straight line. I can place things where I want them to go and keep trying, changing how I move my hands to make my ideas work.***
Milestone 4	***I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy I know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.*** ***I can choose the right tool for what I want to do, like tweezers for small pieces or the best pencil for writing. I can use tools carefully and accurately, whether I'm drawing, cutting, threading, building, or working with small parts. I can make tools do what I need them to do, changing how I hold or move them to get the best result.***

Milestone 5	***I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can ride a bike with a stabiliser, changing direction and stopping with control. I have a sense of steady beat when moving my body and I can play, clap, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas.*** ***I can choose the right tool for my task and use it safely, like scissors for cutting or a pencil for writing. I can use tools with good control, switching between them and moving my hands the right way for drawing, cutting, painting, or eating. I can hold my pencil in a tripod grip more often and for longer, changing my fingers when I need to so I can work carefully.***
Milestone 6	***I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I can throw, kick and catch with accuracy. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments.*** ***I can choose the tool I need and pick it up by myself when I want to do a task. I can use tools with careful, controlled movements, like cutting around more complex shapes, painting details, drawing, or forming letters. I can hold and use tools safely, using the right grip and pressure, and I may use one hand more often because it feels easier.***