



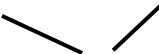


Saplings Progression of skills and checkpoints - **Physical Development**

Fine motor skills – linked to writing

Gross Motor skills – linked to P.E

Fine Motor skills

Pre preschool Enjoy drawing freely. . Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name. HANDWRITING Develop manipulation and control. . Explore different materials and tools.				Preschool . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. • Write some or all of their name. . Write some letters accurately. HANDWRITING .Use a comfortable grip with good control when holding pens and pencils. .Show a preference for a dominant hand.			
Core strength and posture	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.			Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.		
Fine motor – wrist – arm and finger strength dexterity.	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.			Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.		
Holding a pencil Hand dominance	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Sometimes hold a pencil correctly with support.		Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	
Writing symbols. 8 figures of Visual Motor Integration)(VMI)	I can record a straight vertical line. (2 years) 	I can record a horizontal straight line. (2 ½ years) 	I can record a circle. (3 years) 	I can record a vertical cross. (3 ½ - 4 years) +	I can record a square. (4 years) 	I can record diagonal lines to the left and right. (4 ½ ys) 	I can record a cross using diagonal lines. (4 years 11 mths). X
NAME-	make an attempt at my name.	form some letters in my name.	form most letters of my name.		form the letters for my first name correctly.		

Gross Motor skills

Pre preschool

Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independency with a range of appropriate resources. Walk, run, jump and climb- and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Preschool

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 like musical statues. 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. **DANCE-** Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match 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. Choose the right resources to carry out their own plan. For example, 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.

Running. Jogging and skip	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction.
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.
Catching	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls - Use these first.	Catch a large soft ball in two hands. Cradle ball into chest. Individual.	Catch a large soft ball in the palms of hands and fingers Cradle into chest. Individual.	Catch larger balls when throwing and catching with a partner from short distances. Pair/ Group work	

Rolling	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance.		Increase the rolling distance to the target.	Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.	
Bat and striking	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.		Use a bat or racquet to hit a <u>large</u> target on a stand.		
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.			
Kicking	Use foot to tap a large static ball.	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.			
Skipping with a rope	Jump on the balls of your feet onto targets.	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly		Turn the skipping rope overhead and <u>step over</u> the rope.		
Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	
Dancing- Movement	I can move to music.		I can copy basic actions.	I can learn short routines, beginning to match pace.		I can learn longer routines, beginning to match pace.	
Dancing- Interpretation	I can begin to watch the dances of others for short periods of time.		I can watch dances and performances.	I can say what I like and dislike about dances/ performances.			

Gymnastics – Travelling at different levels	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	
Gymnastics – Balancing	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).