

# Physical Development: Overview



	Gross Motor	Fine Motor
Nursery 2	<ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Gradually gain control of their whole body through continual practice of large movements</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Clap and stamp to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials and tools.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> </ul>
Nursery 3-4	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>
ELG	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>



# Physical Development: Milestones



## Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Nursery 2	<ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy.</li> <li>• Can stop a wheeled toy when there is an obstacle.</li> <li>• Pedal a tricycle and understand the need to stop..</li> <li>• Move on a scooter and understand the need to stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass ball from one hand to other.</li> <li>• Can let go of a ball and drop to the floor.</li> <li>• Passes ball to another person by handing to someone or rolling along the floor.</li> <li>• Attempts to stop ball when passed towards them.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys listening to music and clapping/stamping along.</li> <li>• Can make a two footed jump</li> <li>• Can stand on one leg and attempt to balance with confidence.</li> <li>• Can wave flags and streamers.</li> </ul>	<ul style="list-style-type: none"> <li>• Climb with developing confidence.</li> <li>• Children can climb unaided and stop if they do not feel safe.</li> <li>• Fit themselves into spaces such as large boxes, dens, tunnels.</li> <li>• Climb through tunnels.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use a range of different resources.</li> <li>• Wait their turn to use resources.</li> <li>• Be aware of other children's play.</li> </ul>
Nursery 3-4	<ul style="list-style-type: none"> <li>• Walk a balance bike.</li> <li>• Pedal a tricycle with confidence.</li> <li>• Use feet to scoot a balance bike and maintain balance.</li> <li>• Turn corners on a scooter, tricycle or balance bike.</li> <li>• Can stop a scooter, tricycle or balance bike when required.</li> <li>• Maneuver around obstacles on a scooter, tricycle or balance bike.</li> </ul>	<ul style="list-style-type: none"> <li>• Push, roll and bounce large ball.</li> <li>• Throw a large ball up in the air, overhand and underhand.</li> <li>• Move a large ball with their feet.</li> <li>• Kick a static ball.</li> <li>• Catch a large ball between extended arms.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys exploring different ways of moving.</li> <li>• Use large muscle movements to wave flags &amp; streamers</li> <li>• Stops or attempts to avoid obstacles when running.</li> <li>• Skip, hop, stand on one leg &amp; hold a pose for a game like musical statues.</li> <li>• Jump off a low object with both feet off the ground.</li> <li>• Jump over a small stationery object</li> <li>• Jump forward, taking off and landing on 2 feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand on tiptoes</li> <li>• Walk along a chalk line</li> <li>• Walk and crawl along a low, wide balance beam or plank.</li> <li>• Climb up stairs, steps &amp; move across equipment using alternate feet.</li> <li>• Explore and use climbing equipment, with some adult support.</li> <li>• Stand on one foot for a short period of time shifting body weight to improve stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple instructions given by and adult or peer as part of a game.</li> <li>• Work collaboratively to move large outdoor equipment with the support of an adult.</li> <li>• Start to make up their own physical games.</li> <li>• Choose the right resources to carry out their own plan.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Pedal/scoot and maintain balance while manoeuvring around obstacles.</li> <li>• Control the speed of wheeled toys.</li> <li>• Maintain a safe distance from other riders.</li> <li>• 2 wheeled bikes</li> <li>• Pedal and maintain balance for a few metres on flat/downhill.</li> <li>• Can stop the bike using brakes.</li> <li>• Pedal and maintain balance for an extended time.</li> </ul> <p><b>Pedal and maintain balance on a 2 wheeled bike around obstacles.</b></p>	<ul style="list-style-type: none"> <li>• Throw and kick a ball with increased accuracy.</li> <li>• Hit a large target from 5 steps away with a tennis ball.</li> <li>• Catch a large ball by bringing hands in towards chest.</li> <li>• Bounce and catch a large ball .</li> <li>• Kick a ball that is rolled to them from a distance.</li> <li>• Begin to use kicking, throwing, catching skills in team games.</li> <li>• Hit a ball or beanbag with a bat.</li> </ul> <p><b>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball.</b></p>	<ul style="list-style-type: none"> <li>• Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding.</li> <li>• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li> <li>• Hop on one foot 3 to 5 times.</li> <li>• Jump and turn in the air.</li> <li>• Hop on alternate feet.</li> <li>• Combine movements to create sequences of movement.</li> </ul> <p><b>Develop overall body strength, coordination, balance &amp; agility</b></p>	<ul style="list-style-type: none"> <li>• Hold a controlled static balance on one leg</li> <li>• Walk down steps, using alternate feet.</li> <li>• Walk along a low narrow balance beam</li> <li>• Move confidently in different ways on climbing apparatus.</li> </ul> <p><b>Move confidently on balancing and climbing equipment setting themselves physical challenges.</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively to move large outdoor equipment with increasing independence.</li> <li>• Work with friends in a team – taking turns effectively.</li> </ul> <p><b>Collaborate with others to devise team games and manage resources.</b></p>

# Physical Development: Milestones



## Fine Motor

	Using Mark Making Tools	Manipulating other Tool and Materials	Dressing
Nursery 2	<ul style="list-style-type: none"> <li>Imitates vertical, horizontal and then circular strokes.</li> <li>Uses palmer grasp to hold mark making tools.</li> <li>Uses large movements to make marks spontaneously e.g.: chalk on playground, paintbrushes on canvas.</li> <li>Starts to show a preference for one hand used consistently for most activities.</li> </ul>	<ul style="list-style-type: none"> <li>Drinks from an open cup.</li> <li>Stacks 2-3 blocks on top of another.</li> <li>Feeds themselves using a spoon.</li> <li>Can change the shape of playdough using hands.</li> <li>Can put a simple shape into a shape sorter.</li> <li>Puts rings on a stick/ strings wide beads on a shoelace.</li> <li>Is able to screw/twist a lid on a container.</li> <li>Picks up small objects with thumb and one finger.</li> <li>Turns pages of a hardback book independently</li> <li>Hold a bucket of water/sand with a hook grip.</li> </ul>	<ul style="list-style-type: none"> <li>Put on coat independently.</li> <li>Attempts to zip up coat but usually requires some help.</li> <li>Dresses teddy bears/dolls</li> <li>Can talk about why we need to wear certain clothes e.g.: it is raining we need a coat.</li> </ul>
Nursery 3-4	<ul style="list-style-type: none"> <li>Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp.</li> <li>Forms pre-writing shapes.</li> <li>Draws circles, horizontal/vertical lines.</li> <li>Develop a dominant hand.</li> <li>Attempt to write their own name in a way they recognise.</li> <li>Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp,</li> <li>Draws simple pictures which can be recognised by themselves and others.</li> <li>Write their own name.</li> </ul>	<ul style="list-style-type: none"> <li>Pour from one container to another with some accuracy.</li> <li>Manipulate playdough to make representations of objects using their hands.</li> <li>Join large construction pieces together.</li> <li>Use tools to make changes to playdough.</li> <li>Use a spoon or fork to eat independently.</li> <li>Make snips in paper with scissors.</li> <li>Use scissors to cut paper in half.</li> <li>Use a knife to cut soft food.</li> <li>Spread using a knife.</li> </ul>	<ul style="list-style-type: none"> <li>Put on shoes without fastening</li> <li>Pull zips up and down.</li> <li>Pull up trousers independently.</li> <li>Put T-Shirt and jumper on/off independently.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Forms all the letters of their names correctly.</li> <li>Use an effective pencil hold working towards a dynamic tripod grasp.</li> <li>Adds detail to drawings, e.g. eyelashes or windows on a house.</li> <li>Forms recognisable letters for the full alphabet.</li> <li>Forms all letters of the alphabet with correct formation.</li> </ul> <p><b>Develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p>	<ul style="list-style-type: none"> <li>Join small construction such as lego.</li> <li>Make more detailed models with playdough.</li> <li>Use tweezers to move small objects.</li> <li>Use scissors to cut around a shape on paper.</li> <li>Use a knife and fork, attempting to cut soft foods.</li> <li>Use scissors with developing accuracy and control.</li> <li>Safely use hammers.</li> <li>Use a knife and fork effectively.</li> </ul> <p><b>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</b></p>	<ul style="list-style-type: none"> <li>Put on socks and shoes.</li> <li>Fasten zips independently</li> </ul> <p><b>Dress and undress independently with some adult support with small buttons.</b></p>

