

Physical Development Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Intent:

Our children will leave the Foundation Stage at Lower Peover CE Primary School having experienced a diverse range of physical activities and challenges. This area of learning offers opportunities for pupils to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.

Implementation:

Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated outdoor classroom, but also regularly use the school playground equipment, and indoor gym equipment. We have one PE session per week which focuses on developing our skills. Pupils are comfortable and confident when using mark marking and writing instruments, demonstrating the optimum pencil grip, and show that they can use cutlery effectively during meals. Our children develop fine motor skills for handwriting through various sessions as well as through play such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions.

Below shows the progression of skills that build towards the Physical Development Early Learning Goals.

Impact:

All children achieve the Physical Development Early Learning Goal by the end of Reception. They are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act accordingly, knowing how to progress a child's skill in the area. Planning and activities ensure all children are using the optimum pencil grip by the end of Reception.

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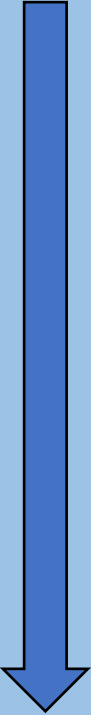
Gross Motor Skills				
General movement and safety	Balancing	Ball Skills	Running & Jumping	Climbing
<p style="text-align: center; color: #00AEEF;">Baseline</p> <ul style="list-style-type: none"> - Uses large-muscle movements, e.g., to wave flags and streamers, paint and make marks. - Had some experience of using a bike, tricycle, scooters etc. 	<p style="text-align: center; color: #00AEEF;">Baseline</p> <ul style="list-style-type: none"> - Goes up steps and stairs, or climb up apparatus, using alternate feet. - Stands on one foot for 2 seconds - Walks along a chalk line 	<p style="text-align: center; color: #00AEEF;">Baseline</p> <ul style="list-style-type: none"> - Begins to throw ball overhand - Throws ball underhand - Catches a ball by chasing- does not necessarily respond to aerial ball - Uses foot to tap static ball a small distance - Walks towards and kick a ball 	<p style="text-align: center; color: #00AEEF;">Baseline</p> <ul style="list-style-type: none"> - Jumps off a low object with both feet off the ground - Jumps forward, taking off and landing on 2 feet - Is able to run, and at the appropriate times to do so. 	<p style="text-align: center; color: #00AEEF;">Baseline</p> <ul style="list-style-type: none"> - climbs up apparatus, using two feet - Climbs above their own head height
<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Progresses towards a more fluent style of moving, with developing control and grace. - Able to use a balance bike, scooter etc. safely in the outdoor environment. - Understands how to use the brakes on relevant equipment, or how to stop when needed. 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Walks along a low, wide balance beam independently - Holds a controlled static balance on one leg 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Throws ball forward/in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Jumps forward, taking off and landing on 2 feet, showing increasing control - Hops on one foot 3 to 5 times - Can vary speed while running. 	<p style="text-align: center;">On Track Check Point 1</p> <ul style="list-style-type: none"> - Climbs steps and upstairs using alternative feet - Climbs up apparatus using two feet
<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Moves around obstacles in a variety of ways: moving the body, bikes, and scooters, at different speeds etc. 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Walks along a low narrow balance beam 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Hits target with a tennis ball using underhand toss, increasing the distance away. - Bounces a tennis ball on the floor and catch with two hands - Coordinates body to meet and kick a ball that is rolled to them from a distance 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Jumps and turn in the air - Hops up to 10 times on alternate feet - Understands about safety when running. - Able to develop a running technique 	<p style="text-align: center;">On Track Check Point 2</p> <ul style="list-style-type: none"> - Performs different movements on a climbing frame, such as swinging
<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Can gage where a moving obstacle may be and move themselves appropriately before reaching it 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Balances on an unstable surface with increasing control 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Can usually hit a target using an overhand toss - Throws with increasing accuracy - Beginning to bounce a tennis ball on the floor and catch in one hand 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Skips rhythmically - Can run correctly on the sports track and compete in Sport Day. 	<p style="text-align: center;">On Track Check Point 3</p> <ul style="list-style-type: none"> - Confidently moves across the playground obstacle course
<p style="text-align: center; color: #00AEEF;">ELG:</p> <p style="color: #00AEEF;">Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p style="text-align: center; color: #00AEEF;">ELG:</p> <p style="color: #00AEEF;">Demonstrate strength, balance and co-ordination</p>		<p style="text-align: center; color: #00AEEF;">ELG:</p> <p style="color: #00AEEF;">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	
<p>Provisions</p>	<p>Large scale mark making, bikes, outdoor skills- climbing, running etc. playground</p>	<p>Playground, large scale building/ PE equipment - make courses and use/ move etc., different balls, beanbags, gym equipment, PE lessons</p>	<p>PE lessons, outdoor provision; bikes, scooters, large construction, playground equipment, skipping ropes, sports track, sports day equipment.</p>	

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Fine Motor Skills				
	Pencil and Brush Control Baseline - Shows a preference for a dominant hand	Scissor Skills Baseline - Opens/closes blades (not ready to use them on paper yet) - Starts snipping paper - Pivots from shoulder and elbow	Cutlery Skills Baseline - Uses a spoon effectively - Uses a fork to stab food	Drawing Skills Baseline - Uses a variety of drawing tools to mark make with some control - Draws faces with features, giving meaning - Uses lines and shapes
	On Track Check Point 1 - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right	On Track Check Point 1 - Snips paper moving forward - Uses helping hand to hold and help to guide the paper - Cuts along lines and forward moving patterns	On Track Check Point 1 - Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand	On Track Check Point 1 - Demonstrates more control - Draws with detail (bodies with sausage limbs and additional features) - Draws bodies of an appropriate size for what they're drawing
	On Track Check Point 2 - Use core muscle strength to achieve good posture at a table. - Holds and uses a pencil confidently	On Track Check Point 2 - Cuts curved lines and circle shapes - Cuts square shapes	On Track Check Point 2 - Can spread using a knife - Cuts a variety of foods, holding the knife correctly, using one hand to steady the food	On Track Check Point 2 - Draws most objects and creatures in proportion to each other - Spends a longer amount of time on one product. - Children are beginning to draw landscapes and buildings/cityscapes
	On Track Check Point 3 - Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip - Form letters accurately using the correct movements (shoulder pivot etc)	On Track Check Point 3 - Cuts complex shapes, such as figures. - Increasing confidence in following lines to cut out pictures, drawings, resources etc.	On Track Check Point 3 - Uses a fork to hold food still while cutting it with a knife - Uses a knife and folk independently	On Track Check Point 3 - Identifies key features - Looks closely at lines, shapes, size and patterns when producing an observational drawing - Drawings start to show finer details - Draws portraits, detailed pictures, landscapes, buildings and cityscapes
	ELG: Hold a pencil effectively in preparation for writing (nearly always tripod grip)	ELG: Use a range of small tools e.g. scissors paint brushes, cutlery	ELG: Begin to show accuracy and care when drawing	
Provisions	Threading, cutting, weaving, playdough, buttons and zips, screw lids, locks and keys, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support, building blocks, Lego, soft balls/stress balls, stampers, different size paint brushes, split pins, tweezers	Tearing paper, practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay A variety of card, paper, shapes, pictures and materials to cut.	Cutlery of different size, playdough, within role play, cooking opportunities, encourage to use at lunch times	Creative station with materials to allow independent art Opportunities to practise art outside Forest school artwork