

EYFS Physical Development F0

	F0 Autumn 1	F0 Autumn 2	F0 Spring 1	F0 Spring 2	F0 Summer 1	F0 Summer 2
<i>Fine Motor</i>	Control: Claps and stamps to music. Builds independently with a range of appropriate resources. Dexterity: Asks for help when something needs moving or changing. Flexibility: Moves something through the air and stop e.g. bubble wand. <i>Controls their movements by stopping their limbs.</i>	Control: Claps and stamps to music. Builds independently with a range of appropriate resources. Dexterity: Asks for help when something needs moving or changing. Flexibility: Moves something through the air and stop e.g. bubble wand. <i>Controls their movements by stopping their limbs.</i>	Control: Develops manipulation and control. Dexterity: Shows more control when manipulating smaller objects. Flexibility: Scoops water or sand <i>Uses equipment to move things like water.</i>	Control: Develops manipulation and control. Dexterity: Shows more control when manipulating smaller objects. Flexibility: Scoops water or sand <i>Uses equipment to move things like water.</i>	Control: Can start to show control in holding and using tools like hammers, and mark-making tools. Dexterity: Holds a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. Flexibility: Enjoys starting to kick, throw and catch balls. <i>Makes marks using crayons.</i>	Control: Can start to show control in holding and using tools like hammers, and mark-making tools. Dexterity: Holds a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. Flexibility: Enjoys starting to kick, throw and catch balls. <i>Makes marks using crayons.</i>
<i>Gross Motor</i>	Flexibility Rolls sideways on the floor. Hand-eye co-ordination: Can place something on a shelf (for example) where it is supposed to go. Balance: Sits on a push-along wheeled toy, uses a scooter or rides a tricycle. Strength: Gradually gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. <i>Participates in tidying up moving something to the correct place.</i>	Flexibility Rolls sideways on the floor. Hand-eye co-ordination: Can place something on a shelf (for example) where it is supposed to go. Balance: Sits on a push-along wheeled toy, uses a scooter or rides a tricycle. Strength: Gradually gains control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. <i>Participates in tidying up moving something to the correct place.</i>	Flexibility: Can squat and stand up. Hand-eye co-ordination: Can put things to parts of their own body - for example a toy telephone to their ear. Balance: I can squat with steadiness to rest or play with an object on the ground and rises to feet without using hands. Strength: Walks, runs, jumps and climbs – and starts to use the stairs independently. <i>Controls equipment more capably by moving items to the right part of their body</i>	Flexibility: Can squat and stand up. Hand-eye co-ordination: Can put things to parts of their own body - for example a toy telephone to their ear. Balance: I can squat with steadiness to rest or play with an object on the ground and rises to feet without using hands. Strength: Walks, runs, jumps and climbs – and starts to use the stairs independently. <i>Controls equipment more capably by moving items to the right part of their body</i>	Flexibility: Attempts to kick a large ball. Hand-eye co-ordination: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step. Balance: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step. Strength: Starts to run safely. <i>Controls their body by moving around safely.</i>	Flexibility: Attempts to kick a large ball. Hand-eye co-ordination: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step. Balance: Can sometimes walk upstairs or downstairs holding onto a rail, two feet to a step. Strength: Starts to run safely. <i>Controls their body by moving around safely.</i>

EYFS Physical Development Nursery F1

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
Fine Motor	<p>Control: Picks up resources using whole hand grasp. Understands that wrist movement is needed when using crayons, brushes, or chinks.</p> <p>Dexterity: Cylindrical Grasp - Understands that a grasp is needed to hold resources.</p> <p>Flexibility: Shows a preference for a dominant hand.</p> <p><i>Uses a range of tools and equipment.</i></p>	<p>Control: Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Dexterity: Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Flexibility: Manipulates a range of materials or textures.</p> <p><i>Uses a range of tools and equipment with some control.</i></p>	<p>Control: Begins to apply meaning to marks they make with prompts from adults.</p> <p>Dexterity: Digital Grasp - Pupils begin to use a digital grasp when making marks. This might involve using all five fingers.</p> <p>Flexibility: Manipulates, rolls and changes materials. For example – using playdough.</p> <p><i>Starts to recognise the changes they can make using tools and equipment.</i></p>	<p>Control: Begins to use directional and symbolic mark marking when drawing.</p> <p>Dexterity: Shows some control with chosen grasp.</p> <p>Flexibility: Is increasingly independent when getting themselves dressed.</p> <p><i>Shows more fine motor control with tools.</i></p>	<p>Control: Begins to use directional and symbolic mark marking when drawing.</p> <p>Dexterity: Shifts grasp and grip to find comfortable method.</p> <p>Flexibility: Is increasingly independent as they get dressed and undressed, for example, puts coats on and does up zips with some help.</p> <p><i>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons</i></p>	<p>Control: Begins to use directional and symbolic mark marking when drawing.</p> <p>Dexterity: Shifts grasp and grip to find comfortable method.</p> <p>Flexibility: Is increasingly independent as they get dressed and undressed, for example, puts coats on and does up zips with some help.</p> <p><i>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.</i></p>
Gross Motor	<p>Flexibility: Matches their developing physical skills to tasks and activities in the setting.</p> <p>Hand-eye co-ordination: Develops hand–eye coordination by starting to show a preference for a dominant hand when eating and can accurately aim for the mouth.</p> <p>Balance: Shows some balance and control on a secure tool, for example on a tricycle.</p> <p>Strength: Begins to pull myself up on nursery play climbing equipment.</p> <p><i>Can use their strength to move from one thing to another.</i></p>	<p>Flexibility: Stops confidently when moving around the environment.</p> <p>Hand-eye co-ordination: Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>Balance: Shows balance and control on two feet and when controlling the body, for example, understands how to walk upstairs or downstairs.</p> <p>Strength: Chooses and uses the right resources to carry out their own plan. For example, choosing a spade when digging.</p> <p><i>Shows some control over their choice of tools.</i></p>	<p>Flexibility: Begins to use large-muscle movements in their play, e.g., waving a flag. Begins to understand how directions like 'over' and 'under' affect their movement.</p> <p>Hand-eye co-ordination: Uses hand–eye coordination to be increasingly independent in meeting their own needs, e.g. putting on their own coat.</p> <p>Balance: Can start to walk over obstacles with balance and control, sometimes with support.</p> <p>Strength: Lifts larger equipment, not always successfully.</p> <p><i>Shows increasing development of control over trickier tools, e.g. a flag, a spade..</i></p>	<p>Flexibility: Understands how to jump up and down and move in different ways.</p> <p>Hand-eye co-ordination: Uses large and small motor skills to do things independently, for example starts to manage buttons and zips, and pour drinks.</p> <p>Balance: Increase in balance and control by, for example, squatting on two feet and holding a pose when playing games.</p> <p>Strength: Collaborates with others to manage large items, such as moving a long plank safely.</p> <p><i>Starts to control the body to work with others.</i></p>	<p>Flexibility: Understands how to adjust speed or direction when playing games.</p> <p>Hand-eye co-ordination: Starts to use a range of tools confidently (but not always competently).</p> <p>Balance: Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet.</p> <p>Strength: Shows awareness of own strength limitations e.g. knows when they can't lift something after trying.</p> <p><i>Shows good control in large movements like changing direction when running.</i></p>	<p>Flexibility: Understands how to adjust speed or direction when playing games.</p> <p>Hand-eye co-ordination: Starts to use a range of tools confidently (but not always competently).</p> <p>Balance: Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet.</p> <p>Strength: Shows awareness of own strength limitations e.g. knows when they can't lift something after trying.</p> <p><i>Shows good control in large movements like changing direction when running.</i></p>

Reception Physical Development

	F2 Autumn 1	F2 Autumn 2	F2 Spring 1	F2 Spring 2	F2 Summer 1	F2 Summer 2
<i>Fine Motor</i>	<p>Control: Shows some control when making a variety of marks using available resources. Controls larger shapes, for example, draws large-scale lines and circles. Gives meaning to marks they have made.</p> <p>Dexterity: Shows some dexterity, for example, five finger grasps used, uses threading equipment with control. Uses large paintbrush. Uses large-scale simple construction to create simple models (Duplo).</p> <p>Flexibility: Develops hand and wrist flexibility.</p> <p>Daily Dough Disco to strengthen fine motor dexterity.</p> <p>Begins to make marks and shapes using simple equipment.</p>	<p>Control: Shows increasing control and awareness, for example, beginning to draw people (head with legs). Shows further control, for example, drawings include squares, rectangles and circles, crosses, and letters. Controls some letter shapes well, for example, stick letters and caterpillar letters are formed correctly. Some lower-case letters are formed correctly. Shows control to hold and play instruments.</p> <p>Dexterity: Increasing dexterity, for example, uses/holds scissors correctly or uses a knife and fork with support/modelled by an adult. Dexterity and strength allows children to squeeze, roll, and pinch playdough. Uses medium brushes.</p> <p>Flexibility: Has dominant hand for writing. This hand shows increasing flexibility.</p> <p>Uses a wider range of equipment to make more-refined shapes and marks, models and construction.</p>	<p>Control: Shows control when drawing people with details emerging such as fingers, arms, and trunk. Majority of letters are recognisable, and the majority formed correctly.</p> <p>Dexterity: Tripod grasp used. Uses smaller-scale threading equipment with control (beads). Uses smaller construction. Uses a knife and fork to cut softer foods. Uses a hole punch and treasury tags.</p> <p>Flexibility: Shows more flexibility when handling tools like a pencil to make shapes and letters.</p> <p>Adds more detail to shapes and objects created as control increases.</p>	<p>Control: Controls tools well to make more-complex pictures, for example, combines shapes to create another (a rectangle and a circle to form a hat). Better control means that the majority of letters are recognisable, and the majority formed correctly. Controls their limbs, for example, keeps a steady beat when playing an instrument and can tap a rhythm to words. Shows control when filling in a template with coloured pencils or paint. Cuts around circles and other shapes with control.</p> <p>Dexterity: Shows good dexterity as tripod grip used and with good control. Gains confidence in using a knife and fork to cut up own food. Joins using hole punches and split pins. Holds a smaller paintbrush correctly.</p> <p>Flexibility: Can use glue sticks and twist the end when needed. Letters are formed correctly and writing is more fluid.</p> <p>Shows increased control to use a range of tools to create more-complex shapes, objects and writing.</p>	<p>Control: ELG - Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Uses a range of small tools, including scissors, paintbrushes, and cutlery. Begins to show accuracy and care when drawing.</p>	<p>Control: ELG - Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Uses a range of small tools, including scissors, paintbrushes, and cutlery. Begins to show accuracy and care when drawing.</p>
<i>Gross Motor</i>	<p>Control: Shows control, flexibility and awareness of own body, for example, runs and jumps confidently landing safely on two feet. Moves in a variety of ways for example, skipping, slithering, shuffling. Can copy simple dance moves and gestures (like tip-toe around the room).</p> <p>Hand-eye co-ordination: Shows some hand–eye coordination with larger objects. This could be throwing or kicking a large ball.</p> <p>Balance: Starts to develop balance by safely using equipment in the playground. For example, a fireman’s pole or balance beam and starts to sit cross-legged on the carpet.</p> <p>Strength: Shows some core strength by standing in one place, running in a straight line or by</p>	<p>Control: Shows improved spatial awareness. Is aware and follows safety rules, for example, not running near the climbing frame area. Can move body parts in response to music (stamping and clapping). Negotiates obstacles when running in a large space.</p> <p>Hand-eye co-ordination: Improved hand–eye coordination, for example, can now catch a large ball. Can throw a soft ball into a bucket.</p> <p>Balance: Shows increasing balance by, for example, balancing on one foot and can hop confidently, using a balance bike, scooter etc.</p> <p>Strength: Demonstrates better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.</p>	<p>Control: Adjusts speed and direction, for example, when in chasing games. Travels skilfully and safely on and around, for example, on the climbing frame, over and through. Can start to express feelings using music.</p> <p>Hand-eye co-ordination: Further hand–eye coordination, for example, can throw a large ball with increased control to a friend. Shows increasing control, for example, can hold a small ball (ping pong) on a spoon.</p> <p>Balance: Balances when using climbing equipment. For example – from one stepping tyre to the next. Walks, jumps, hops to sound.</p> <p>Strength:</p>	<p>Control: Moves in a wide range of ways with flexibility and spatial awareness, for example, skilfully and confidently:</p> <ul style="list-style-type: none">· rolls· jumps· skips· crawls.· hops· climbs. <p>Can start to respond and move their bodies to stimulus, for example, to faster or slower music. Replicates and makes up simple dances.</p> <p>Dexterity: Good hand–eye coordination, for example, can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. Might be able to pop bubbles with one finger, trace a shape or line with one finger.</p> <p>Hand-eye co-ordination: Good hand–eye coordination, for example, can throw and catch a smaller ball (tennis ball) and can skilfully throw/kick a large ball. Might be able to pop bubbles with one</p>	<p>Physical: Gross motor skills.</p> <p>ELG: Negotiates 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.</p>	<p>Physical: Gross motor skills.</p> <p>ELG: Negotiates 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.</p>

	carrying large building blocks with two hands. Shows an increasing awareness of what their own body can do. Engages with physical play.	Becomes increasingly aware of the space around them and what they can do in the space.	Core strength is further improved and demonstrates better posture whilst sitting at the table or on the carpet. Refines the way they move in the space around them.	finger, trace a shape or line with one finger. Balance: Self-balances for example, when walking across a PE bench. Understands how to pull themselves onto something higher (climbing frame). Strength: More confident and proficient in their movements and in using objects and equipment.		
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