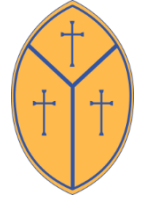




Cookridge Holy Trinity C of E Primary School – EYFS Progression



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Prior Learning (Development matters 3-4)

- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs 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.
- Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items.
- Use one-handed tools and equipment.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p>Gross Motor: To move safely in a space.</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Gross Motor: To begin to develop balance.</p> <p>To run and stop.</p> <p>To change directions.</p> <p>To explore different ways of travelling including running, hopping, jumping, skipping and galloping.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Gross Motor: To roll and track a ball.</p> <p>To develop accuracy when through to a target.</p> <p>To roll to a partner with control.</p> <p>To begin to throw and catch with a partner.</p> <p>To jump and land safely.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>To develop core muscle strength.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Gross Motor: To copy and create actions in time with music.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using props with control and co-ordination.</p> <p>To express ideas through movement.</p> <p>To move with control and co-ordination, copying, linking and repeating actions.</p> <p>To remember and repeat actions, exploring different ways of moving.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>To develop core muscle strength.</p>	<p>Gross Motor: To create short sequences using shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely (from a height)</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create short sequences linking actions together including apparatus.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>To develop core muscle strength.</p>	<p>Gross Motor: To gain an understand of the importance of physical and mental health.</p> <p>To work co-operatively as a team.</p> <p>To move confidently in different ways.</p> <p>To be aware of the changes to the way you feel during exercise.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>To develop core muscle strength.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

<p>Fine Motor:</p> <p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using marking making tools</p> <p>To use tweezers to transfer objects.</p> <p>To thread large beads.</p> <p>To begin to form recognisable letters, some of which are correctly formed.</p> <p>To hold scissors correctly.</p> <p>To hold fork and spoon and use when eating.</p>	<p>Fine Motor:</p> <p>To begin to use anticlockwise movements and retrace vertical lines (p, r, n etc)</p> <p>To hold scissors correctly and to use them safely with increasing accuracy.</p> <p>To use tripod grip.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p>	<p>Fine Motor:</p> <p>To use tripod grip when using marking making tools (most cases)</p> <p>To cut with increasing accuracy and control.</p> <p>To write taught letters, most of which are correctly formed.</p> <p>To thread small beads.</p> <p>To confidently use a range of mark making tools and small tools with accuracy.</p>	<p>Fine Motor:</p> <p>To write letters using correct formation and begin to control size of letters.</p> <p>To draw with increasing accuracy and details.</p> <p>To independently eat using a knife, fork and spoon.</p> <p>To confidently use a range of mark making tools and small tools with accuracy.</p>	<p>Fine Motor:</p> <p>To write letters using correct formation and begin to control size of letters.</p> <p>To draw with increasing accuracy and details.</p> <p>To independently eat using a knife, fork and spoon.</p>	<p>Fine Motor:</p> <p>To write letters using correct formation and begin to control size of letters.</p> <p>To sit letters on the line.</p> <p>To draw with increasing accuracy and details.</p> <p>To independently eat using a knife, fork and spoon.</p>
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Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><u>ELG: Gross Motor Skills</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG: Fine Motor Skills</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>To become an Athlete</u></p> <ul style="list-style-type: none"> • To enjoy being active and energetic. • To develop strength, balance and co-ordination. • To use a range of equipment to create and enjoy games both indoors and outdoors. • To move confidently and safely, negotiating space. • To gain an awareness of physical and mental health and it's importance. <p><u>To become a Tool User</u></p> <ul style="list-style-type: none"> • To develop hand-eye co-ordination. • To gain proficiency, control and confidence when handling small tools (scissors, paintbrushes, cutlery). • To hold a pencil using the tripod grip in most cases. • To form letters correctly. • To begin to show accuracy when drawing.

Future Learning – Year 1
<p><u>English – Handwriting</u></p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Physical Education</u></p> <p>Pupils should develop fundamental movement skills, becoming 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 (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>

- 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.