

**Cale Green Primary School**

Physical Development progress model for knowledge and skills

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|  | Links to KS1 curriculum | Minimum expectations for Reception (4-5 years) | | | | Minimum Expectations for Nursery (3-4 years) | | | |
| Dressing  Managing Self ELG: Children at the expected level of development will:  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Fasten small buttons  Tie own laces | Dress and undress independently but may still need help with small buttons and laces.  (Clothing may still be put on back to front on occasion). | Put on socks and shoes correctly. Fasten zip independently. | T-shirt and jumper on/ off  T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently | | | Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank | | Take off own coat Pull down pants to use toilet |
| Riding a bike | Can brake at a specific point with control Can follow at a sensible distance behind another rider Can control speed in a group Can follow a path set by another rider | Can pedal and maintain balance while manoeuvring around obstacles | Can pedal and maintain balance for a short distance on a flat surface | Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet down a slight incline and can maintain balance while manoeuvring around corners. | | | Can use feet to scoot a balance bike and maintain balance.  Can ride a 3, then 2-wheeled scooter | Can ‘walk’ a balance bike.  Can pedal and steer a trike. | |
| Ball skills | Can throw with accuracy | Can usually hit a target from 12ft away using an overhand toss  **Autumn 1 - Ball skills** | Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements.  **Autumn 1 - Ball skills** | Hit 2ft target from 5ft away with a tennis ball using underhand toss.  **Autumn 1 - Ball skills** | Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition | | Throw ball or beanbag underhand | Begin to throw ball overhand, sometimes aiming for a target | |
| Bounce a tennis ball on the floor and catch in one hand | Catch a tennis ball from 5 feet using only hands  **Autumn 1 - Ball skills** | Bounce and catch a large ball using 2 hands  **Autumn 1 - Ball skills** | Bounce a large ball  **Autumn 1 - Ball skills** | Catch a large ball by bringing hands in towards chest | | Catch a large ball between extended arms | | Catch a ball by chasing- does not necessarily respond to aerial ball |
| Can kick a ball in a team game | Coordinate body to meet and kick a ball that is rolled to them from a distance  **Summer 1 Multi skills** | Run towards and kick a ball  **Summer 1 Multi skills** | Walk towards and kick a ball  **Summer 1 Multi skills** | Direct kick to knock down a tower | | Kick ball with one foot while swinging opposite arm | Use foot to tap static ball a small distance | |
| Balance | Balance on an unstable surface with increasing control  **Ongoing - Crates / climbing frame**  **Spring 1 - gymnastics** | Walk along a low narrow balance beam  **Ongoing climbing frame** | Hold a controlled static balance on one leg  **Spring 1 - gymnastics** | Walk along a low, wide balance beam  Walk along a chalk line  **Spring 1 - gymnastics** | | | Stand on one foot for 2 seconds  Stand on tiptoes | | |
| Jumping | Skip rhythmically with a rope | Hop up to 10 times on alternate feet | Jump and turn in the air | Hop on one foot 3 to 5 times | Jump forward, taking off and landing on 2 feet | | Jump over a small stationary object | Jump off a low object with both feet off the ground | |
| Using tools | Use scissors to cut fabric | Use scissors to cut around a shape on paper | Use scissors to cut along a line | Use one-handed tools, for example, making snips in paper with scissors | | | Explore a range of tools – spoons, spades, paintbrushes, etc | Pour from one container to another | |
| Use a knife and fork independently | Spread using a knife | Cut using a knife | Use a knife to cut soft food like bananas and strawberries  **Summer term** | Spoon cereal from container to dish with little spilling | | Stab food using a fork | Use a spoon to pick up food and put in mouth | |
| Dynamic tripod grasp | Static tripod grasp | | 4 finger grasp | | | Digital pronate grasp | Palmar grasp | |
| Overall health and wellbeing |  | Children know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian  **PSHE sessions, Road Safety Autumn 2, Keeping ourselves Safe and Healthy Summer 1/2** | | Children learn about and are encouraged to make healthy choices about food/ drink/ activity and tooth brushing.  **PSHE Sessions - Keeping ourselves safe and healthy Summer 1 /2** | | | | | |
| Resources (not limited to) | Children are exposed to using different materials | Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches | | T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, knife, thick and thin paint brushes, chalks, crayons, pencils, | | | Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, | | |
| Linked aspects of ELGs | **Physical Development** Gross Motor Skills ELG Children at the expected level of development will:  - 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. | **Physical Development**  Fine Motor Skills ELG  Children at the expected level of development will:  - 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. | | **Personal, Social and Emotional Development**  Managing Self ELG  Children at the expected level of development will:  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  - Explain the reasons for rules, know right from wrong and try to behave accordingly;  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | | |