

Physical Development Skills Progression Checkpoints



Physical Development Checkpoints						
Nursery 1 (Birth-Three)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	Walk, run and use the stairs independently.	Jump and climb. Sit on a push-along wheeled toy.	Use a scooter or ride a tricycle. Show an increasing desire to be independent.	Explore different materials and tools. Build independently with a range of appropriate resources.	Enjoy starting to kick, throw and catch balls.	Enjoy starting to kick, throw and catch balls.

Physical Development Checkpoints						
Nursery 2 (Three & Four Year Olds)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	Match developing physical skills to tasks and activities in the setting. Use large-muscle movements to wave flags and streamers, paint and make marks.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb apparatus, using alternate feet. Choose the right resources to carry out their own plan.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Show preference for a dominant hand. Use one-handed tools and equipment, e.g snips with scissors.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Start taking part in some group activities which they make up for themselves, or in teams. Be increasingly independent as they get dressed and undressed.	Use a comfortable grip with good control when holding pens and pencils.

Physical Development Checkpoints						
Reception	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping & climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>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.</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular, physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>