

	Nursery 2 year olds Physical Development		
	End of Autumn	End of Spring	End of Summer
<b>Gross Motor</b>	<p>I can start to throw and kick a large ball</p> <p>I can move into tunnels, dens and boxes</p> <p>I can move around large objects</p> <p>I can negotiate space around the nursery with developing confidence</p> <p>Bike skills: I can begin to climb onto wheeled toys and trike push a long</p>	<p>I can throw a ball underarm with more accuracy and kick a large ball towards a target</p> <p>To be able to step up and down from blocks with support</p> <p>Begin to balance on equipment – holding an adults hand</p> <p>Bike skills: I can confidently push along using feet to create movement in the cars and the push alongs</p>	<p>I can throw a ball to an adult I can kick a ball to an adult</p> <p>I can climb up steps , one foot at a time</p> <p><b>I can balance on equipment with increasing confidence and sometimes on my own</b></p> <p>Bike skills: I can sit on and push along a scooter and begin to pedal a tricycle</p> <p><b>Key Vocabulary:</b> bike, scooter, climb, block, steps, balance, help, pedal</p>
<b>Fine Motor</b>	<p>I can explore different materials and tools</p>	<p>I can pour water from one container to another</p> <p>I can use a large paintbrush with increasing accuracy</p> <p>I can use a rolling pin to make playdough flat</p>	<p>I can show some more control in using tools such as hammers, crayons, paintbrushes</p> <p><b>Key vocabulary:</b> hold, pour, draw, make, join, hammer, nail, wood, pen, crayon, paintbrush, glue spreader, rolling pin</p>

	Nursery F1 3-4 year olds Physical Development		
	End of Autumn	End of Spring	End of Summer
<b>Gross Motor</b>	<p>I can kick a ball I can balance on one foot I can catch a large ball I can work with a partner to roll a ball to them. I can negotiate spaces and objects , running safely I can climb up steps one foot at a time</p> <p>Equipment and risk: I can move the blocks and planks and use them safely with support.</p> <p>Bike Skills: I can use a trike and begin to pedal, slowing down and speeding up where appropriate.</p>	<p>Skip, hop and stand on one leg I can run safely and squat to rest and play I can climb down steps one foot at a time holding onto a rail for support</p> <p>Equipment and risk: I can jump off apparatus with support. I can safely hold and carry a large object. I can move it into a safe place and recognise and alter its placement if necessary. I can build using large blocks.</p> <p>Bike skills: I can pedal a trike guiding and directing it around obstacles.</p>	<p>I can throw and catch a ball with increasing accuracy I can move safely around my setting, judging if it is safe to run. I can climb on apparatus suitable for my age unaided. I can jump off small apparatus safely landing I can climb confidently up and down steps one foot at a time</p> <p>Equipment and risk: I can use and move equipment safely – carrying blocks in front or with a partner I can balance on one foot for increasing length of time.</p> <p>Bike Skills: I can start to use a balance bike with my feet as a guide and move it around the track in the correct direction</p>
<b>Fine Motor</b>	<p>I can begin to make lines and circles using a 5 or 4 finger grasp. I can use large pegs to make dens with fabric. I can use dough to make shapes, pinching and pulling, squashing and squeezing. I can use one handed tools such as paintbrushes, glue spreaders and some playdough tools</p> <p>Name Writing: Make circles and lines on paper. Make some letter like shapes.</p>	<p>I can use a pincer grasp I can make connections between marks I make. I can make simple construction models – by joining materials I can begin to use scissors</p> <p>Name Writing: Begin to write the initial letter of my name and some others – forming long ladder letters from top to bottom</p>	<p>I can use one handle tools such as scissors. I can do more fine detail movements such as zip up a coat. Make models out of dough to represent what I intend including sphere shapes.</p> <p>Name Writing: I can write my name underneath a model</p>

	Reception F2 Physical Development		
	End of Autumn	End of Spring	End of Summer
<b>Gross Motor</b>	<p>I can start to use a range of equipment to show a range of skills.(hoops, large tennis balls, footballs, beanbags)</p> <p>I can move in a range of ways showing precision, balance and good posture.</p> <p>Bike Skills: I can use a balance bike confidently to glide, guiding it in the right direction and avoiding obstacles.</p> <p>I can start to sit on the carpet for a short period of time. I can sit on a chair at an activity</p>	<p>I can start to use a range of equipment to show a range of skills beginning to show confidence and control (hoops, large tennis balls, footballs, beanbags)</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can develop strength, coordination , balance and agility needed to engage successfully with other physical disciplines such as dance, gymnastics and swimming,</p> <p>Bike Skills: I can start to use a two-wheeled pedal bike using our feet to aid balance.</p> <p>I can sit on a chair comfortably and correctly. I can sit on the floor for at least 5 minutes comfortably.</p>	<p>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. I can participate confidently and independently in a range of physical activities like throwing, catching, running, kicking. I can do these things demonstrating balance and coordination.</p> <p>Bike Skills I can pedal a two-wheeler bike without stabilizers and guide it safely and confidently around the area.</p> <p>Year 1 Ready: I can work in whole class group with apparatus, showing awareness of the safety rules and instructions from the teacher. I can demonstrate good fundamental movement skills.</p>

<b>Fine Motor</b>	I can form some letters correctly.	I can form lowercase letters with a good tripod grip  I can use a capital letter in my name correctly	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  Also (see writing ELG) Writes recognisable letters, most of which are correctly formed
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