








Bryn St Peter's Primary School – EYF's Progression Map

Physical Development

Area of Learning Physical Development	September Checkpoints (Baseline)	Autumn	Spring	Summer
Gross Motor Skills	<ul style="list-style-type: none"> - Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. - Stops or attempts to avoid obstacles when running. - Explores and uses climbing equipment, with a little adult support at challenging parts. 	<ul style="list-style-type: none"> - Put on socks and shoes correctly. - Throw a ball underhand at a target. - Bounce and catch a large ball using 2 hands. - Run towards and kick a ball. - Hold a controlled static balance on one leg. - Jump and turn in the air. 	<ul style="list-style-type: none"> - Dress and undress independently but may still need help with small buttons. Clothing may still be put on back-to front on occasion. manoeuvring around obstacles. - Catch a ball thrown at them from a close distance. - Coordinate their body to meet and kick a ball that is rolled to them from a distance. - Demonstrate balance on a range of surfaces e.g. on an obstacle course - Move in different ways such as running, jumping, dancing, hopping and climbing. 	<ul style="list-style-type: none"> - T-Shirt and jumper on/off independently but may be back to front. - Pull up clothing independently. - Maintain balance while manoeuvring around corners. - Throw ball forward in the air. - Catch a large ball between extended arms. - Begin to direct a kick to a given direction. - Jump forward, with control. - Use large and smaller muscle movements to wave flags and streamers, paint and make marks, using a variety of lines, circles and zigzags, crossing the body. - Go up steps and stairs using alternate feet.

<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> - Uses a spoon or fork to eat independently. - Uses mark-making tools such as paintbrushes, pens and chalk. - Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). - Is beginning to develop a dominant hand. - Cuts straight lines with scissors/snippers. - Draws circles, horizontal/vertical lines. 	<ul style="list-style-type: none"> - Uses a spoon or fork to eat with increased control and independence. - Forms the pre-writing shapes. - Forms most letters of their names correctly. - Forms recognisable letters for most letters of the alphabet. - Uses an effective (non-palmer pencil grip) - Uses scissors to cut out a simple shape independently, e.g. circle/square. - Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. - Put on socks and shoes correctly. 	<ul style="list-style-type: none"> - Uses a knife and fork, attempting to cut soft foods. - Forms all letters of the alphabet with mainly correct formation. - Working towards or using a tripod grip. - Uses scissors with effective hand-positioning and with control. - Adds detail to drawings, e.g. eyelashes or windows on a house. - Dress and undress independently but may still need help with small buttons. Clothing may still be put on back-to front on occasion 	<ul style="list-style-type: none"> - Use scissors to accurately cut around a shape on paper. - To operate scissors using finger and thumb. - Cut using a knife. - Form most letters correctly. - Hold a pencil effectively for writing. - Begin to show accuracy and care when drawing. 	
<p>Pencil Grips Progression</p>	<p>Palmar Grip The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder, pencil held in whole fist.</p> 	<p>Digital Pronate Grip The elbow and wrist stay in a fixed position; movement comes from the shoulder. All fingers are holding the pencil and palm is facing downwards.</p> 	<p>Static Four-Finger Grip The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain fixed.</p> 	<p>Static Tripod and Quadropod Grip Movement comes from the wrist. Pencil is held with the first three or four fingers.</p> 	<p>Dynamic Tripod Grip The hand rests on the table, movement comes from the fingertips. The pencil is held between the thumb, index finger and middle finger. The ring and little finger curl gently.</p> 
<p>Ongoing Skills</p>	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. 				

Statutory End of EYFS Assessment: Physical Development Early Learning Goals

Children at the expected level of development will:

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none">- Negotiate space and obstacles safely with consideration of themselves and others.- Demonstrate strength, balance and coordination when playing.- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<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, paintbrushes and cutlery.- Begin to show accuracy and care when drawing.

Those working at Greater Depth may:

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none">- Shows precision in movements (e.g. gymnastics) and excellent body control.- Shows strength and power when jumping, throwing etc.- Links series of movements fluently and confidently, e.g. in Dance.- Engages in energetic and challenging physical activity through choice and with pleasure.	<ul style="list-style-type: none">- Sits writing on or line and begin to show clear ascenders/descenders.- Able to control the size of their letters/numbers.- Uses a knife and fork together confidently to cut food.- Draws detailed pictures.- Can do/undo buttons and zips.