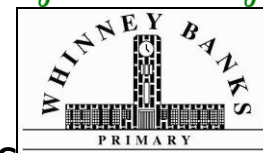


# Whinney Banks Primary School



## Physical Development progress model for knowledge and skills

	Expectations for Nursery			Expectations for Reception			ELG	Links to KS1
<b>Gross motor</b>	Can throw a large ball with both hands	Can throw a small ball with one hand	Can throw a ball or bean bag underarm or overarm	Can throw tennis balls, javelins, and frisbees	Can throw a ball at a given target	Can bat a ball	<b>Negotiate space and obstacles safely, with considerate for themselves and others.</b>	<b>PE</b> 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
	Catches a large ball from a short distance	Catches a small ball or bean bag from a short distance		Can catch larger items from a longer distance	Can catch smaller items from a longer distance			
	Can kick a large ball in a straight line	Can kick a large ball at an intended target	Can walk with a ball	Can run with a ball	Can dribble in and out of targets	Can pass a ball to another person		
	Go up steps and stairs independently	Go up steps and stairs, or climb up apparatus, using alternate feet		Climbs apparatus, going up forwards, over and coming down backwards		Manage own risks when travelling over, under, through apparatus	<b>Demonstrate strength, balance and co-ordination when playing</b>	
	Skip, hop, stand on one leg and hold a pose			Can demonstrate different types of balances using feet	Can balance using different body parts	Balancing with precision and accuracy		
	Balances a quoit on their head whilst moving			Walks along a bench / balance beam independently	Can balance a ball on a bat	Can balance a ball on a bat whilst moving		
	Rides a trike independently	Rides a 3 wheeled scooter independently,	Rides a balance bike, occasionally lifting up their feet					

		moving one leg backwards and forwards						
	Uses large-muscle movements to produce vertical and horizontal lines	Uses large-muscle movements to produce circles and crosses	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce X and triangles	Uses large-muscle movements to produce letter shapes		
	Can walk, run, crawl and climb when directed	Can walk, run, crawl and climb independently	Match their developing physical skills to tasks and activities	Can walk, run, crawl, climb, hop, jump and skip with increasing control		Moves in imaginative ways	<b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b>	
PE Vocabulary	Balance, travel, catch, climb, run							
<b>Fine motor</b>	Cylindrical grasp	Digital grasp	Use a comfortable grip with good control	Modified tripod grasp	Tripod grasp	Is able to replicate patterns, letters and numbers with ease	<b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</b>	<b>Handwriting:</b> Sit correctly at a table, holding a pencil comfortably and correctly
	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		Uses one-handed tools and equipment	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers		Can use appropriate tools with precision to achieve a planned effect.	<b>Use a range of small tools, including scissors, paintbrushes and cutlery</b>	

	Uses small-muscle movements to produce vertical and horizontal lines	Uses small-muscle movements to produce circles and crosses	Uses small-muscle movements to produce squares	Uses small-muscle movements to produce diagonal lines	Uses small-muscle movements to produce X and triangles	Uses small-muscle movements to produce letter shapes	<b>Begin to show accuracy and care with drawing</b>	
<b>Independence</b>	Starts taking part in adult led group activities	Starts taking part in child-initiated group activities	Starts taking part in group activities which they make up			<b>Further develops the skills they need to manage the school day successfully</b>		
	Collaborates with others to manage large items (with adult guidance)	Collaborates with others to manage large items	Collaborates with others to manage large items appropriately					
	Uses a spoon, fork and knife (to spread) independently	Peels their own fruit	Uses a knife to cut with support	Starts to eat independently, learning to use a knife and fork	Fills up their own water bottle	Uses a knife and fork with precision		
	Can put their own aprons on and pull clothing up and down for the toilet	Can put on their own hats and shoes	Can put on their own mittens.	Put their coat on by themselves and zip it up with support	Can get changed with minimal help (buttons)	Puts on gloves		
	Washes their hands independently	Uses the toilet and wipes themselves	Blows their nose, disposing of the tissue and sanitising	Ensures they are drinking enough water	Tidies up, takes jumper off if hot and puts it on if cold	Understands how to line up		