

EYFS Progression of skills and assessment checkpoints – Physical Development							
Gross Motor Skills							
<p><b>Birth-Three</b> Lift their head while lying on their front. PD.B-3 • Push their chest up with straight arms. PD.B-3 • Roll over: from front to back, then back to front. PD.B-3 • Enjoy moving when outdoors and inside. PD.B-3 • Sit without support. PD.B-3 • Begin to crawl in different ways and directions. PD.B-3 • Pull themselves upright and bouncing in preparation for walking. PD.B-3. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. PD.B-3 • Clap and stamp to music. PD.B-3 Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. PD.B-3 • Enjoy starting to kick, throw and catch balls. PD.B-3 • Build independency with a range of appropriate resources. • Begin to walk independently- choosing appropriate props to support at first. PD.B-3 • Walk, run, jump and climb- and start to use the stairs independently. PD.B-3 • Spin, roll and independently use ropes and swings (for example, tyre swings). PD.B-3.# Sit on a push-along wheeled toy, use a scooter or ride a tricycle. PD.B-3</p>	<p><b>Three- Four Years</b> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4 • Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4 • Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4 • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4 <b>DANCE-</b> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4 • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. PD.3-4 • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. PD.3-4 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4</p>	<p><b>Reception</b> • Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing. PD.REC • Progress towards a more fluent style of moving, with developing control and grace. PD.REC. (balance, stillness, climb higher, fun further) • 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. PD.REC. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes) • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD.REC • Combine different movements with ease and fluency. PD.REC (obstacle courses- change speed/ direction) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD.REC • Develop overall body-strength, balance, co-ordination, and agility. PD.REC <b>GAMES.</b> Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. PD.REC <b>GAMES</b>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD.REC</p>	<p><b>Gross Motor skills- ELG .</b> <b>Negotiate space and obstacles safely, with consideration for themselves and others. ELG</b> • <b>Demonstrate strength, balance and coordination when playing. ELG</b> • <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG</b></p>				
	<h2>Autumn</h2>		<h2>Spring</h2>		<h2>Summer</h2>		
<b>Running. Jogging and skip</b>	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line.  Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.	
<b>Throwing</b>	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.	
<b>Catching</b>	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls - Use these first.	Catch a large soft ball in two hands. Cradle ball into chest. <b>Individual.</b>	Catch a large soft ball in the palms of hands and fingers Cradle into chest. <b>Individual.</b>	Catch larger balls when throwing and catching with a partner from short distances. <b>Pair/ Group work</b>	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
<b>Rolling</b>	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	
<b>Bat and striking</b>	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.	Use a bat or racquet to hit a <u>large</u> target on a stand.	Use a bat or racquet to hit a <u>small ball</u> on a stand.	Use a bat or racquet to hit a slow, moving ball.	
<b>Balance Bounce</b>	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
<b>Kicking</b>	Use foot to tap a large static ball.	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.

<b>Skipping with a rope</b>	Jump on the balls of your feet onto targets.	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly		Turn the skipping rope overhead and <u>step over</u> the rope.	Turn the skipping rope overhead and <u>jump over</u> the rope.	Confidently skip forwards with the rope, extending to backwards when ready.
<b>Jumping and landing</b>	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.
<b>Dancing-Movement</b>	I can move to music.	I can copy basic actions.	I can learn short routines, beginning to match pace.		I can learn longer routines, beginning to match pace.		I can put a sequence of actions together.
<b>Dancing-Interpretation</b>	I can begin to watch the dances of others for short periods of time.	I can watch dances and performances.	I can say what I like and dislike about dances/ performances.		I can replicate parts of a dance or performance.		I can begin to improvise independently to create a simple dance.

<b>Gymnastics – Travelling at different levels</b>	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.	<b>PHYS. DEV. GMS – ELG</b> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
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