



EYFS Progression Documents - Nursery and Reception

Physical Development

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Further develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large muscle movements to wave flags, ribbon streamers, paint and make large marks. Select and use resources with help.	Provide lots of opportunities to practice large movement skills – paint with variety of brushes and rollers, large chalk, make marks with water on large vertical surfaces or in a tray of coloured sand. Use walls as easels to stimulate large shoulder and arm movements. Take children on a short walk around our school field to collect things or organise a visit the River Gardens etc. Walking up and down steps within classroom and playground and using climbing equipment. Having streamers, ribbons and pom poms to wave and make large movements to music.
Spring Term	Begin to skip, hop, stand on one leg and hold a pose during games and activities. Follow a simple movement pattern (such as warm up to music). Move in different ways - slither along a plank, balance on the planks or climb the ladder etc. Begin to develop use of one-handed tools – tweezers, large pipettes, garlic press, stamps, rollers and mark making tools etc. Take risks and attempt new things.	As above and... Provide opportunities for warm ups, dance and movement to songs – shake up, wake up and dough disco. Free flow indoors and out to facilitate large body movements and play. Using a variety of construction toys to build and balance. Providing a well-resourced 'Funky Finger' area - Inset puzzles, peg boards and tweezer activities to support fine motor development. Providing a variety of tools for dough and malleable play. Large loose parts outdoors for the children to move and create with – planks, tyres & crates. Supporting children to use the apparatus to climb, balance and move independently in different ways. Singing finger rhymes to begin developing pencil grip. Following the interests of the children – giving value to their ideas.

Summer Term	Work with others to manage large items - moving planks safely, carrying baskets/tubs of resources together & rolling tyres. Use one handed tools and equipment with good control – see above. Find and use a comfortable grip with good control when holding pens and pencils. Begin forming some letters in their name (with lines, circles initially). Begin using a knife and fork independently. Show a preference for a dominant hand. Attempt putting on their coat with some independence. Use the toilet independently. Make healthy choices about food, drink, activity and tooth brushing.	As above and... Explaining why safety is important when handling tools and when moving equipment and materials. Showing the children how to use one handed tools (such as scissors and hammers). Gradually reduce the help given. Encourage the children to pick up small items such as gravel or chalk to write with. Modelling the tripod grip when children are ready. Helping children with coats and shoes but also model each time how to do this independently. Talking to the children about healthy eating and brushing teeth – books, role play and group activities to support. Talking about the importance of washing hands and making this part of the daily routine - Just as important post pandemic! Providing support with any toileting needs – working alongside the family and other professionals when required. Enjoying sharing snack together and talking about sensible and healthy choices.
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Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Confidently and successfully roll, crawl, hop, walk, jump, run, skip, and climb! Continue developing their small motor skills so they can use a range of tools – knives, forks, scissors, tweezers & tongs. Continue developing small motor skills so that the children can use pencils for drawing, mark making and writing and a range of paintbrushes to create artwork. Develop the foundations of an efficient handwriting style – correct orientation and letter formation. Begin comfortably and correctly sitting at tables to draw, mark make and write.	As above and... Providing regular access to outdoor space so children can run and move. Having a range of surfaces to feel, move and balance on. Using our large school field, Forest School and PE lessons (with a sports coach) to use different surfaces, resources and techniques. Providing open ended materials for extended, repeated and regular practising of physical skills – lifting, carrying, pushing, pulling, constructing, stacking, climbing or balancing. Ensuring the children build on nursery and have developed upper arm and shoulder strength sufficiently – arm movement to music and working at easels, painting up walls or drawing on the floor using large paper and different mark making tools. Making sure the children can move and rotate their lower arms and wrists independently – PE warm up activities & begin SSPF handwriting. Modelling the use of precise vocab to describe movement. By providing opportunities for threading, tapping, joining materials, cutting, pouring, stirring, dancing with scarves, spray bottles, dressing and undressing dolls, small world play, making models and playdough play.

Spring Term	Progress towards a more fluent style of moving with developed control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop the foundations of an efficient handwriting style. Know and talk about the factors that support their overall health and wellbeing.	As above and... Encouraging children to take risks when ready by climbing higher, running a little faster, jumping from different heights or moving across equipment in different ways etc. Allowing time for stillness and reflection – sitting still, lying in a den, looking up at the clouds or tummy time to read. Checking the children are holding knives and forks correctly when eating. Providing a range of wheeled resources for the children to balance, sit, ride on, pull and push – two wheeled balance bikes and pedal bikes, wheelbarrows, prams & carts are all good options. Using the nip, flip and grip method to develop an effective, comfortable pencil hold. Giving the children time to follow modelled drawing activities using Access Art sketching activities. Teaching and modelling the correct letter formation – Implementing our SSPF handwriting scheme. Providing areas for sitting that are quiet and purposeful. Giving children regular reminders about correct posture when needed – chair under the table, bottom back into the chair and feet flat. Ensuring that tables and chairs are at an appropriate height for the children. Plan in time to discuss healthy lifestyles – screen time and safety, exercise, oral health, good sleep, healthy food choices and road safety.
Summer Term	Continue to develop the foundations of an efficient handwriting style. Develop overall body strength, coordination, balance and agility needed for dance, gym & swimming etc. Combine different movements with ease and fluency. Confidently use large and small apparatus indoors and outdoors, alone or in a group. Develop visual perception as they find suitable points to place their hands and feet while climbing. Continually refine and develop their speed, coordination, agility and balance as they climb Develop overall body strength, balance, coordination and agility. Develop and refine ball skills (throwing, catching, kicking, passing, batting, aiming). Know and talk about the factors that support their overall health and wellbeing.	As above and... Encouraging the children to exert themselves and get out of breath each day! Allowing opportunities to run and move outside. Providing opportunities for the children to spin, rock, tilt, fall, slide and bounce. Creating obstacle courses with the children that demand a range of movement to complete. Encouraging children to use a range of equipment – wheeled toys, wheelbarrows, tunnels, tyres, den making, logs, planks, 'A' frames with ladders and balance planks in different positions. Providing a range of balls in differing sizes for the children to play with – tennis balls, air flow balls & footballs etc. Include socks, paper bags and jumpers to throw! Encourage the children to draw freely in different positions. Continually check the children's handwriting (pencil grip, letter formation). Provide extra help as and when needed – adapt and modify activities and equipment. Plan for regular repetition, and through phonics teaching, so that correct letter formation becomes automatic, efficient and fluent over time. Plan in time to discuss healthy lifestyles – screen time and safety, exercise, oral health, good sleep, healthy food choices and road safety.

Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

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.

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

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.

Educational Programme: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.