



Netherbrook Primary School



Physical Development Curriculum Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery			
Gross motor	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	Further develops and refines ball skills	Can throw a ball at a given target	Can throw rugby balls, javelins, and frisbees	Can throw a ball or bean bag underarm or overarm	Can throw a small ball with one hand	Can throw a large ball with both hands	
			Develops confidence, competence, precision and accuracy when engaging in ball activities	Can catch smaller items from a longer distance	Can catch larger items from a longer distance	Catches a small ball or bean bag from a short distance		Catches a large ball from a short distance
				Can dribble in and out of targets	Can run with a ball	Can walk with a ball	Can kick a large ball at an intended target	Can kick a large ball in a straight line
		Progresses towards a more fluent style of moving	Rides a bike with/without stabiliser	Rides a balance bike, occasionally lifting up their feet		Rides a balance bike, moving their legs alternately	Rides a trike independently	
			Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions	Rides a scooter by pushing with their foot and resting both feet on the scooter Experiments with other ways of riding the scooter board		Rides a scooter independently, moving one leg backwards and forwards. Sits on a scooter board and pushes themselves along		
		Can balance using different body parts		Can demonstrate different types of balances (h, arabesque)	Skip, hop, stand on one leg and hold a pose			
		Combines different movements with ease and fluency		Can balance a ball on a bat	Walks along a balance beam	Walks along a bench independently	Balances a quoit on their head	

		Revises and refines fundamental movement skills	Climbs apparatus, going up forwards, over and coming down backwards		Go up steps and stairs, or climb up apparatus, using alternate feet		Go up steps and stairs independently		
	Perform dances using simple movement patterns		Remembers sequences and patterns to music without words	Increasingly able to use and remember sequences and patterns of movement, related to music			Remembers sequences and patterns for more complex nursery rhymes	Remembers sequences and patterns for simple nursery rhymes	
	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		Uses large-muscle movements to produce X and triangles	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce circles and +	Uses large-muscle movements to produce vertical and horizontal lines		
			Uses small-muscle movements to produce X and triangles	Uses small-muscle movements to produce diagonal lines	Uses small-muscle movements to produce squares	Uses small-muscle movements to produce circles and +	Uses small-muscle movements to produce vertical and horizontal lines		
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly		Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet			Children are encouraged to sit on the carpet and at the table			
	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		Uses a wide range of equipment that requires the co-ordination of both hands (with precision)	Is able to use a knife and fork	Start to eat independently, learning to use a knife and fork	Is able to use a rolling pin	Is able to hold onto a parachute		
			Can walk, run, crawl, climb, hop, jump and skip with increasing control		Match their developing physical skills to tasks and activities	Can walk, run, crawl and climb independently	Can walk, run, crawl and climb when directed		
	Fine motor		<u>Design and Technology:</u> Use a range of tools and equipment to perform practical tasks	Develops small motor skills to use a range of tools competently, safely and confidently	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		Uses one-handed tools and equipment	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	

	<p><u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly</p>	Develops the foundations of a handwriting style which is fast, efficient and accurate	Develops control further and is able to replicate patterns, letters and numbers with ease	Use a comfortable grip with good control Dynamic tripod grasp		Static tripod/quadrupod grasp	Palmer grasp
		Child recognises their preference for a dominant hand				Beginning to show strength in a particular hand	No hand dominance
Healthy choices	<u>See PSHE Association</u>	Knows and talks about contributors to health and wellbeing	Is able to explain the effects of exercise, sleep and reducing screen time	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Makes healthy choices	Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise	
Independence	Participate in team games, developing simple tactics for attacking and defending	Further develops the skills they need to manage the school day successfully	Starts taking part in group activities which they make up			Starts taking part in child-initiated group activities	Starts taking part in adult led group activities
			Collaborates with others to manage large items appropriately			Collaborates with others to manage large items	Collaborates with others to manage large items (with adult guidance)
	Uses a knife and fork with precision		Opens their own straw and pours their own drink/milk	Starts to eat independently, learning to use a knife and fork	Peels their own fruit and pierces their own milk carton	Uses a spoon, fork and knife (to spread) independently	
	Puts on gloves and puddle suits independently		Can get changed with minimal help (buttons)	Put their coat on by themselves and zip it up	Can put their own aprons on and pull clothing up and down for the toilet	Can put their own shoes, socks, hats and mittens on	
	Tidies up, takes jumper off if hot and puts it on if cold		Ensures they are eating enough food and drinking enough water	Blows their nose, disposing of the tissue and sanitising	Uses the toilet and wipes themselves	Washes their hands independently	

**Resources
(not limited to)**

Confidently and safely uses a range of large and small apparatus

Large soft balls, small balls, rugby balls, tennis balls, basketballs, footballs, bats, bean bags, javelins, frisbees, bikes, scooters, quoits, benches, ribbons, parachute, soft play, horses, climbing frame dome, climbing frame, skipping ropes, space hoppers, balance boards, scooter boards, stepping stones, seesaw, tyres, red balancing bowl, tunnels, sieve, grater, Duplo and large foam bricks, Sellotape, peeler, hole punch, stapler, sewing, dustpan and brush, sweeping, cleaning, scissors, pencils, large tweezers, paintbrush, hammers, playdough tools/cutters, spoons, shakers, spray bottles, whisks, screwdrivers, pipette, spatula, knife, fork, jugs, measuring cylinders, bingo dabbers, nuts and bolts, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, shape sorters, water syphon, Lego, peel stickers, sewing needles