

EYFS Physical Development Progression - Moving and Handling and Health and Self-Care

Area / subject	Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development PE Gross Motor Fine Motor	Pre School N1 – 2-3 yrs	<p>I will know how to gradually gain control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>I will know how to build independently with a range of appropriate resources.</p> <p>I will know how to walk, run, jump and climb – and start to use the stairs independently</p> <p>I will begin to manipulate and control. (Through playdough, threading, puzzles</p>	<p>I will know how to sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>I will know how to clap and stamp to music.</p> <p>I will know how to fit myself into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>I will know how to explore different materials and tools.</p>	<p>I will show an increasing desire to be independent, such as wanting to feed myself and dress or undress. *Develop manipulation and control (one handed tools).</p> <p>I will know how to hold mark making tools with thumb and all fingers.</p>	<p>I will know how to use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>I will know how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I will enjoy starting to kick, throw and catch balls. Able to build independently with a range of appropriate resources (Both large- or small-scale structures with loose parts).</p>	<p>I will know how to spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>I will know how to begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam.</p> <p>I will know how to begin to recognise danger and seek support of significant adults for help.</p> <p>I will know how to kick a stationary ball with either foot.</p>	<p>I will continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I will begin to match my developing physical skills to tasks and activities in the setting. For example, I will decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I will know how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I will know how to skip, hop, stand on one leg and hold a</p>

		<p>etc.) When holding crayons, chalks etc,</p> <p>I will know how to make connections between my movement and the marks I make.</p>				<p>I will know how to throw a ball with increasing force.</p> <p>I will start to catch a large ball by using two hands and my chest to trap it.</p>	<p>pose for a game like musical statues.</p> <p>I will know how to use large muscle movements to wave flags and streamers, paint and make marks.</p>
	<p>Pre School N2 –3-4yrs</p>	<p>I will know how to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I will know how to begin matching my developing physical skills to tasks and activities in the setting.</p> <p>I will know how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I will know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>I will know how to be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I will know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole dug with a trowel.</p> <p>I will know how to eat independently and learning how to use a knife and fork.</p>	<p>I will know (with support) how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I will know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I will know how you use a comfortable grip with good control when holding pens and pencils.</p>	<p>I will know how to be increasingly independent as I get dressed and undressed</p> <p>I will know how to be increasingly independent in meeting my own care needs, e.g., using the toilet, washing and drying my hands thoroughly.</p> <p>I will know how to make healthy choices about food, drink, activity.</p> <p>I will know how to start taking part in some group activities which I make up for myself, or in teams.</p>	<p>I will know how to be independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands</p> <p>I will know how to go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>I will know how to use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>I will know how to continue to develop movement, balancing, riding</p>	<p>I will know how to be independent and helps to get dressed and undressed</p> <p>I will know how to make healthy choices about food, drink, activity and tooth brushing</p> <p>I will know how to develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

		<p>I will know how to use large muscle movements to wave flags and streamers, paint and make marks.</p>		<p>I will know how to show a preference for a dominant hand</p>		<p>(scooters, trikes and bikes) and ball skills</p> <p>I will know how to eat independently and use a knife and fork</p> <p>I will know how to use a comfortable grip with good control when holding pens and pencils</p>	<p>I will have an awareness of safety and manage own risks</p> <p>I will know how to match developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I will know how to work with others to manage large items, like moving along a plank safely and carrying large hollow blocks.</p> <p>I will know how to effectively use one-handed tools and equipment, for example, use screwdrivers and hammers and cut along a line</p> <p>I will know how to begin to write letters or marks that can be recognised</p>
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	Reception skills	<p>I will know how to use a dominant hand. (Au1)</p> <p>I will know how to begin to form recognisable letters which are formed correctly. (Au1)</p> <p>I will know how to use climbing equipment safely and competently. (Au1)</p> <p>I will know how to begin to negotiate space effectively. (Au1)</p>	<p>I will begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>I will know how to use climbing equipment safely and competently. (Au2)</p> <p>I will know how to negotiate space effectively. (Au2)</p>	<p>I will show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>I will be able to balance and coordinate safely. (Sp1)</p> <p>I will know how to negotiate space effectively. (Sp1)</p>	<p>I will know how to handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p>	<p>I will know how to use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p>	<p>I will know how to show good control and coordination in large and small movements. (Su2)</p>
	Reception Knowledge	<p>I will know which hand to write with. (Au1)</p> <p>I will know how to use the trim trail safely. (Au1)</p> <p>I will know how to use scissors effectively. (Au1)</p>	<p>I will know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>I will know how to use the trim trail safely. (Au2)</p> <p>I will know how to use scissors effectively. (Au2)</p>	<p>I will know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>I will know how to use scissors effectively. (Sp1)</p>	<p>I will know why it is important to handle different apparatus safely. (Sp2)</p> <p>I will know how to use scissors effectively. (Sp2)</p>	<p>I will know how to form lower case and capital letters correctly. (Su1)</p> <p>I will know how to use scissors effectively. (Su1)</p>	<p>I will know how to handle a range of equipment and tools effectively. (Su2)</p> <p>I will know how to use scissors effectively. (Su2)</p>

<p>Physical Development</p>	<p>ELGs</p>	<p>Gross Motor Skills.</p> <p>I will know how to negotiate space and obstacles safely, with consideration for myself and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Fine Motor</p> <p>I will know how to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>I will know how to use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>I will begin to show accuracy and care when drawing.</p>		<p>Year 1 Objectives</p> <ul style="list-style-type: none"> • 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. • Participate in team games, <p>developing simple tactics for attacking and defending. • Perform dances using simple movement patterns</p> <p>Handwriting • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these.</p>
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EYFS Expressive Arts and Design Progression - Exploring and Using Media and Materials and Being Imaginative

Area / subject	Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Art DT Music Dance	Pre School N1 2-3 yrs	I will know how to explore paint, using fingers and other parts of my body as well as brushes and other tools. I will know how to explore my voice and enjoy making sounds. I will know how to move and dance to music	I will know how to give attention to sounds and music. I will know how to explore different materials, using all of my senses to investigate them. (cornflour, shaving foam) I will know how to begin to make marks intentionally.	I will know how to begin using my imagination as I consider what I can do with different materials. I will know how to explore my voice and enjoy making sounds. (loud, quiet, fast, slow) I will know how to manipulate and play with different materials using various tools like scissors, cutters, hammers.	I will know how to begin to make simple models which express my ideas. I will know how to make marks intentionally. (in flour, sand, pens, crayons, paint etc) I will know how to freely explore paint, using my fingers and other parts of my body as well as brushes and other tools. I will know how to explore different materials, using all of my senses to investigate them. I will know how to join in with songs	I will know how to express ideas and feelings through making marks, and sometimes give a meaning to the marks I make. I will know how to make simple models which express my ideas. i.e. junk modelling, loose parts. I will know how to develop my own ideas and then decide which materials to use to express them. I will know how to explore colour and colour-mixing I will know how to respond emotionally	I will know how to use my imagination as I consider what I can do with different materials. I will know how to make simple models which express my ideas I will know how to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. I will know how to start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

					and rhymes, making some sounds.	and physically to music when it changes. I will know how to make rhythmical and repetitive sounds. I will know how to explore a range of sound-makers and instruments and play them in different ways.	
Pre School 3-4 yrs	<p>I will know how to use my imagination as I consider what I can do with different materials.</p> <p>I will know how to make simple models which express my ideas</p> <p>I will know how to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>I will know how to start developing pretend play, pretending that one object represents another. (For</p>	<p>IK will know how to explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I will know how to listen with increased attention to sounds.</p>	<p>I will know how to join different materials and explore different textures.</p> <p>I will know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>I will know how to begin developing complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I will know how to begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I will know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I will know how to lay instruments with increasing control to express feelings and ideas.</p> <p>I will know how to remember and sing whole songs.</p> <p>I will know how to mix paints together to make new colours, name the colours and begin to talk about the</p>	<p>I will know how to safely use and explore lots of different tools such as hammers, scissors and saws</p> <p>I will know how to make up stories when playing, like superheroes rescuing people from a building</p> <p>I will know how to choose the things I want to use to make something. If my ideas don't work, I can choose something else or change the way I do something.</p>	

		<p>example, a child holds a wooden block to her ear and pretends it's a phone.)</p>				<p>different shades such as light and dark</p>	<p>I will know how to use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>I will know how to draw for a purpose using detail such as a drawing a circle for a face and making marks for facial features</p> <p>I will know how to show different emotions in my drawings and paintings, like happiness, sadness, fear etc</p>
	<p>Reception skills</p>	<p>I will know how to remember the words to a range of songs.</p> <p>I will know how to give meaning to the marks that are made. - Early making. Mat man</p>	<p>I will know how to design a Rangoli pattern. (Au2)</p> <p>I will know how to use simple tools and techniques competently and appropriately. (Au2)</p> <p>I will know how to follow instructions</p>	<p>I will know how to use resources to create props.</p> <p>I will know how to make a bus out of junk modelling.</p> <p>I will know how to draw pictures of buildings in London.</p>	<p>I will know how to use clay to make birds nest.</p> <p>I will know how to build in the construction area and plan, carry out and evaluate and change where necessary.</p>	<p>I will know how to make a clay mini beast,</p> <p>I will know how to look at art by Henri Matis and create a picture with shapes.</p> <p>I will know how to design and make a sock puppet.</p>	<p>I will know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I will know how to make an</p>

		<p>I will know how to mix colours.</p> <p>I will know how to select materials to make a dinosaur.</p> <p>I will know how to draw a self portrait.</p> <p>I will know how to make a simple observational drawing.</p>	<p>and make playdough.</p> <p>I will know about Andy Goldsworthy and make art outdoors with natural objects.</p> <p>I will know how to make firework art</p> <p>I will know how to learn a firework dance.</p> <p>I will know how to learn Christmas songs.</p>	<p>I will know how to act out simple songs and poems.</p> <p>I will know how to use the woodwork area</p>	<p>I will know how to manipulate materials to achieve a planned effect.</p> <p>I will know how to make an observational drawing of daffodils. - Children to return and build on their previous learning,</p> <p>I will know how to make art with plastic lids. - Work in a group</p>	<p>I will know about Coco Chanel. Children to design and make clothes for the dolls.</p>	<p>observational drawing of fruit.</p> <p>I will know how to return and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I will know about Freda z. Children create their own flower headband.</p> <p>I will know how to make a kite, test it out and make adaptations.</p>
Reception Knowledge		<p>I will know how to sing a simple nursery rhymes.</p> <p>I will know how to give meaning to the marks I make</p> <p>I will know how to explore colour and colour mixing.</p>	<p>I will know how to create with a purpose in mind.</p> <p>I will know how to talk about what I have made.</p> <p>I will know how to create with other children.</p>	<p>I will know that pictures can be created by making observations or by using imagination.</p> <p>I will know how to construct with a purpose in mind, using a variety of resources.</p> <p>I will know how to use paints, pastels</p>	<p>I will know how to identify and select resources and tools to achieve a particular outcome.</p> <p>I will know how to use a range of props to support and enhance role play.</p> <p>I will know how to refine my drawing.</p>	<p>I will know to use a variety of tools.</p> <p>I will know the different uses and purposes of a range of media and materials.</p> <p>I will know how to be able to safely construct with a purpose and</p>	<p>I will know how to describe ways of safely using and exploring a variety of materials.</p> <p>I will know how to refine my work and commnet of improvements.</p> <p>I will know how to select tools and techniques needed</p>

		<p>I will know how to join different materials.</p> <p>I will know how to draw with a purpose in mind.</p>	<p>I will be able to select my own materials.</p> <p>I will know how to sing in a group.</p> <p>I will know how to perform a dance,</p>	<p>and other resources to create observational drawings. (Sp1)</p> <p>I will know to use a variety of tools.</p>	<p>I will know how to share ideas.</p> <p>I will know how to work collaboratively.</p>	<p>evaluate their designs.</p> <p>I will know how to talk through my ideas and make adaptations.</p>	<p>to shape, assemble and join materials they are using.</p> <p>I will know how to select the resources I need and test out my ideas.</p>	
	Year 1 - Next Steps	<p>I will know how to use a range of materials creatively to design and make products.</p> <p>I will know how to build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I will know how to use my voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>I will know how to use drawing, painting and sculpture to develop and share my ideas, experiences and imagination</p>	<p>I will know how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>I will know how to explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p>	<p>I will know about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p>	<p>I will know how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>I will know how to explore and evaluate a range of existing products.</p> <p>I will know how to select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p>	
Expressive Arts & Design	ELGs	Creating with Materials	Being Imaginative & Expressive		Year 1 Objectives			<p>Art • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and</p>

		<p>I will know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share my creations, explaining the process I have used. • Make use of props and materials when role playing characters in narratives and stories.</p>	<p>I will know how to invent, adapt and recount narratives and stories with peers and my teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		<p>share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. Technical Knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p> <p>Music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
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