**St. Mary’s R.C. Primary School**

“**We Share, We Value, We Respect”**

**Progress Model for Knowledge and Skills**

Physical development

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and ‘have a go’**; active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The most relevant statements for Physical development are taken from the following area of learning:

* Physical development
* Expressive art and design
* PSE

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| **Development Matters Links** | | |
| **Three and Four Year Olds** | Physical development | * Use large-muscle movements to wave flags and streamers, paint and make marks. * Choose the right resources to carry out their own plan. * Use one-handed tools and equipment, for example, making snips in paper with scissors.   Use a comfortable grip with good control when holding pens and pencils. |
| Expressive art and design | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. |
| PSE | * Increasingly follow rules, understanding why they are important * Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs eg, brushing teeth, using the toilet, washing and drying their hands. * Make healthy choices about food drink, activity and toothbrushing |
| **Reception** | Physical development | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Develop overall body-strength, balance, coordination and agility. |
| Expressive art and design | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. |
| PSE | Think about the perspect:ives of others  Manage their own needs- personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating , toothbrushing, sensible amounts of screentime, having a good sleep routine, being a safe pedestrian. |

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| Minimum Expectations in Nursery | | | | | Minimum Expectations in Reception | | | | |
| **Gross Motor**  **Balance& ride bikes,** trim trail, scooter , bikes, balance bikes,  **Go up steps and stairs, or climb apparatus using alternate feet** outdoor provision throughout the year  **Hop, skip, stand on one leg & hold a pose** dancing and wake up shake up routines, weekly throughout year  **Use large muscle movements to wave flags/streamers, paint and make marks** Squiggle while you wiggle 3 times weekly throughout year  **Use patterns and sequences of movement to music-** squiggle while you wiggle 3 x weekly throughout year  **Match physical skills to tasks and activities -** outdoor provision throughout year  **Choose the right resources to carry out a task.** Eg use trowels, sweeping brushes etc appropriately in CP outdoors  **Collaborate with others to manage large items, eg moving a long plank safely**  Outdoor provision eg construction blocks | | | | | **Gross motor**  **P.E. programme Atu 1 movement Aut 2 gymnastics Spring 1 gymnastics (dance in subsequent years) Spring 2 ball skills Sum 1 (this year only) dance Sum 2, athletics and games**  **Revise and refine skills-roll, crawl, walk, jump, run, hop, skip, climb.** Via Aut 1 movement, balance and travel & Aut 2 gymnastics & Spring 1 gymnastics (dance in future years) and outdoor provision- eg trim trail, large scale construction etc Spring 2 outdoors climbing apparatus and bikes and ball skills  **Progress to a more fluent style of moving, with developing control and grace.** Via Sum 1 dance 2024 (games in future years) Sum 2 athletics and games  **Develop the overall body strength, coordination, balance and agility needed engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming** ( P.E. curriculum –all terms & and outdoor play throughout year. )  **Progress towards a fluent style of movement** Dance Summer 1 2024. (Spring 1 in subsequent years)  **Use core muscles to achieve good posture when sitting at tables/floor (**throughout year by P.E. and outdoor play  **Combine different movements with ease and fluency (**movement Aut 1, gymnastics 2 Dance Sum 1 )  **Develop and refine a range of ball skills, throw, catch, kick, pass, bat, aim** (Spring 2 Sum 2 athletics and games and in outdoor provision throughout the year.)  **Use large apparatus**  Outdoor provision- building, climbing frame, construction area etc throughout the year | | | | |
| **Fine motor**  **Use one handed tools and equipment, eg scissors to make snips in paper**  Scissors, Rollers, stampers, cutters, spatulas, dough wheels, jugs, cups, water play containers, cotton buds, lego, stickle brix, mobile in CP throughout year.  **Use a comfortable grip with good control when holding pens/pencils –** in CP throughout year, indoors and outdoors  **Show preference for a dominant hand** support and monitor pencil gripsee assessment sheet | | | | | **Fine motor**  **Develop their fine motor small apparatus so that they can use a range of tools competently safely and confidently. Suggested tools pencils, paintbrushes, scissors, knives, forks spoons.**  develop finger strength throughout the year CP eg lego, threading, malleable, pipe cleaners, key and locks, busy board, paint brushes, spatulas, chalk, tweezers, scissors, pencils, crayons, paintbrushes, rollers, stampers**,**  **Develop foundations of an efficient handwriting style which is fast, accurate, and efficient.** Daily phonics sessions, modelling letter formation. Also in guided group work and 1 :1 Access to pencils crayons, etc in cp | | | | |
| **Palm Grip** | | | | **Digital Grip** | | **Modified Tripod Grip** | **Tripod Grip** |
| **End Points**  Gross motor  I can ride a bike and scooter, climb on apparatus, and climb stairs using alternate feet.  I can hop, skip, and jump and hold a pose.  I can wave flags/streamers, and make marks using big muscle movements.  I can use patterns of movements for example in dances  I can match my physical skills to activities, for example, crossing a plank bridge  I can use the right resources to carry out a task, eg a brush to sweep up.  I can collaborate with others to move large items, eg a plank  Fine motor  I can use one handed equipment eg jugs to pour, snipping with scissors spoons to scoop.  I can use a comfortable pencil grip with good control to mark make  I am beginning to show a dominant hand (see tracking) | | | | | **End points**  Gross motor  I can move in different ways, run, walk, crawl, skip, hop, jump etc  I can move fluently with good control and grace, for example when dancing.  I can show reasonable strength, agility and co-ordination in everyday movements.  I can combine movements, for example in dance.  I can sit at a table and on the floor using strong tummy muscles to keep upright.  I can use large apparatus, for example the trim trail.  Fine motor  I can use a range of tools competently and safely, for example scissors, knives and forks.  I can use a pencil to write accurately and efficiently. | | | | |
| **Early Learning Goals** | Physical Development | Fine Motor Skills | * 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, paintbrushes and cutlery. * Begin to show accuracy and care when drawing. | | | | | |
|  | Expressive Arts and Design | Creating with Materials | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. | | | | | |
| **Links to KS1 Curriculum** | * 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, developing simple tactics for attacking and defending * perform dances using simple movement patterns | | | | | | | |