



Physical Development - Reception Progression Map 2023-24



	Autumn	Spring	Summer	Mastery
Gross Motor Skills	<p>Participates in simple games.</p> <p>Moves safely around the space and around equipment, avoiding obstacles.</p> <p>Walks up and down stairs with one foot per stair.</p>	<p>Combines different movements with ease and fluency e.g. complete an obstacle course that demands a range of movements such as crawling, climbing, and jumping.</p> <p>Moves fluently, developing control and grace, when performing a sequence of movements.</p> <p>Runs in different ways for a variety of purposes e.g. can stop and change speed and direction with ease.</p> <p>Travels in different ways, including sideways and backwards.</p> <p>Confidently and safely uses a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	<p>Negotiates space and obstacles safely, with consideration for themselves and others (ELG).</p>	<p>Moves with speed and accuracy, planning ahead where to move to, showing awareness of what and who is around them to avoid collision.</p>
	<p>Begins to balance with control and stands on one leg for up to 10 seconds.</p> <p>Carries objects up and down on different levels (e.g. slopes, hills and steps).</p> <p>Lifts, stacks, carries, pushes and pulls objects e.g. large blocks, loose parts like tyres.</p> <p>Bends and touches their toes with straight legs.</p> <p>Catches a large ball.</p>	<p>Uses core strength achieve a good posture when sitting at a table or on the floor.</p> <p>Develops and refines a range of balls skills:</p> <ul style="list-style-type: none"> • Throws underarm • Throws an object at a target • Throws a ball to a partner • Catches a small ball • Kicks a ball at a target/goal • Kicks a ball to a partner • Uses a bat to hit a ball <p>Confidently use two wheeled resources e.g. balance bikes, scooters, wheelbarrows etc.</p>	<p>Demonstrates strength, balance and coordination when playing (ELG).</p> <p>Develops overall body strength, coordination, balance and agility needed to engage in future physical education settings.</p> <p>Shows confidence, competence and precision and accuracy when engaging in activities that involve a ball.</p>	<p>Approaches all physical activities with confidence, rapidly learning new skills.</p>
	<p>Confidently rolls, crawls and walks with control and coordination.</p> <p>Hops on either foot.</p> <p>Skips on alternate feet.</p>	<p>Confidently runs, hops, skips and climbs with control and coordination.</p> <p>Moves around, under, over, and through different objects and equipment.</p> <p>Jumps in a range of ways, landing safely.</p>	<p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).</p>	<p>Has the stamina to move energetically in different ways for an extended period of time.</p>



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		Describes how the body feels when still and when exercising.		
Fine Motor Skills	<p>Draws freely.</p> <p>Copies shapes such as crosses, circles and squares.</p> <p>Copies lowercase letters e.g. when modelled by an adult during handwriting practice or from a handwriting strip or display (<i>from Literacy</i>).</p>	<p>Forms lowercase letters in cursive and capital letters correctly (<i>from Literacy</i>)</p> <p>Begins to use tripod grip, holding the paper with their other hand.</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG).</p> <p><i>Develops the foundations of a handwriting style which is fast, accurate and efficient:</i></p> <ul style="list-style-type: none"> • Can write the same letter repeatedly, consistently forming it in the same way • Can regularly repeat drawing the same shapes, ensuring size is consistent - TP • Can write own name quickly-TP/JW 	<p>Confidently uses the tripod grip with control to write words and sentences with fluency.</p> <p>Is able to write on a line, controlling letter size.</p>
	<p>Moves and rotates their lower arms and wrists independently.</p> <p>Moulds play dough into a desired form.</p> <p>Fills, pours and stirs with control.</p> <p>Uses scissors to cut along a straight line (within half an inch from the line).</p>	<p>Develops their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Threads and sews with string.</p> <p>Moulds clay into a desired form.</p> <p>Competently use a knife and fork to eat with.</p> <p>Uses scissors to cut a curved line.</p>	<p>Uses a range of small tools, including scissors, paint brushes and cutlery (ELG).</p> <p>Uses scissors competently to cut out simple shapes.</p>	<p>Uses a range of small tools with control, accuracy and competence.</p>
	<p>Draws people with simple features.</p> <p>Creates a picture that tells a story.</p>	<p>Draws people that are more proportional and with more detail.</p> <p>Draws objects with more detail e.g. a house with a door and windows, a flower with a stem and petals, a vehicle with wheels and windows.</p> <p>Draws pictures with meaning and intention, deciding what will be drawn before starting.</p>	<p>Begins to show accuracy and care when drawing (ELG). - TP</p>	<p>Draws pictures with details that are clearly recognisable with objects anchored to the ground, no longer floating on the page.</p>



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**Health and wellbeing
(still to be taught)**

Further develop the skills they need to manage the school day successfully: Lining up and queuing, meal times, personal hygiene. **ONGOING**

Know and talk about all the different factors that support overall health and wellbeing:

- Regular physical activity
- Healthy eating
- Tooth brushing
- Sensible amounts of 'screen time'
- Having a good sleep routine
- Being a safe pedestrian