

### Physical Development Progression in Early Years

#### Purple Poppies

|                        | Autumn 1  | Autumn 2                                       | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|------------------------|---|--|--|---|---|---|
| Baseline<br>2's checks | <p>Sits unsupported on the floor, leaving hands free to manipulate objects with both hands</p> <p>Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them</p> | <p>Enjoys finger and toe rhymes and games.</p> | <p>Points with first finger, sharing attention with adult.</p> <p>Starts to throw and release objects overarm.</p> <p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</p> | <p>Develops security in walking upright using feet alternately and can also run short distances</p> <p>Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time</p> <p>Changes position from standing to</p> | <p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</p> <p>Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in</p> | <p>Can walk considerable distance with purpose, stopping, starting and changing direction</p> <p>Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other</p> |

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|  |  |  | <p>Pushes, pulls, lifts and carries objects, moving them around and placing with intent</p> <p>Climbs inside, underneath, into corners and between objects</p> <p>Manipulates objects using hands singly and together, such as squeezing water out of a sponge</p> | <p>squatting and sitting with little effort</p> | <p>one hand and steadying the other block with the other hand.</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movements of others</p> | <p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p> |
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## Nursery

|                                      | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--------------------------------------|--|--|--|---|--|--|
| Baseline<br>Birth to<br>5<br>Matters | <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Sits comfortably on a chair with both feet on the ground.</p> <p>Runs safely on whole foot.</p> <p>Moves in response to music, or</p> | <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p> <p>Begins to understand and choose different ways of moving.</p> | <p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Uses wheeled toys with increasing skill such as pedalling,</p> | <p>May be beginning to show preference for dominant hand and/or leg/foot.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> | <p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise.</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Runs with spatial awareness and negotiates space successfully,</p> | <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulates a range of tools and</p> |



Children are given opportunities to develop the skills they need to manage the school day such as managing their own basic hygiene and personal needs, lining up appropriately, giving others personal space and having good table manners.

The children will develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

By the end of Reception, children will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.