

## Progression of Skills - Physical Development (Nursery)

|                      |         |                                 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Physical Development | Nursery | Development Matters (3-4 years) | <p><b><u>Gross Motor</u></b></p> <p>GM1: Children will know how to ride a balance bike. (P24)</p> <p>GM2: Children will know how to roll ball. (P24)</p> <p><b><u>Fine Motor</u></b></p> <p>FM1: Children will explore large muscle movements to develop cross the mid-line movements. (P27)</p> <p>FM2: Children will know how to put on their coat. (P36)</p> <p>FM3: Children will know how to use loop scissors to make snips in card. (P33)</p> <p>FM4: Children will know how to squeeze, push and pull. (P34)</p> <p><i>Follow the 'Wiggle Me into a Squiggle' Progression - Weeks 1 to 5</i></p>                              | <p><b><u>Gross Motor</u></b></p> <p>GM3: Children will know how to ride a scooter. (P24)</p> <p>GM4: Children will know how to throw a ball. (P24)</p> <p>GM5: Children will remember and perform a dance. (P29)</p> <p><b><u>Fine Motor</u></b></p> <p>FM5: Children will know how to zip up their coat. (P36)</p> <p>FM6: Children will know how to use loop scissors to make snips in paper. (P33)</p> <p>FM7: Children will know how to use one hand to pinch. (P35)</p> <p><i>Follow the 'Wiggle Me into a Squiggle' Progression - Weeks 6 to 10</i></p> <p><i>Follow the 'Squiggle Whilst You Wiggle' Progression - Move 1 (3 weeks)</i></p> | <p><b><u>Gross Motor</u></b></p> <p>GM6: Children will know how to ride a tricycle. (P24)</p> <p>GM7: Children will know how to catch a ball. (P24)</p> <p>GM8: Children will take part in group games. (P28)</p> <p><i>Parachute Games</i></p> <p><i>Throwing and Catching</i></p> <p><i>Rolling a ball to a friend</i></p> <p><i>Etc</i></p> <p><b><u>Fine Motor</u></b></p> <p>FM8: Children will know how to use hammers to hit a large headed nail. (P33)</p> <p>FM9: Children will know how to use spring loaded scissors to make snips in card. (P33)</p> <p>FM10: Children will know how to use peg boards, inset jigsaws, build towers, scoop and pour. (P34)</p> <p><i>Follow the 'Squiggle Whilst You Wiggle' Progression - Move 1 &amp; 2</i></p> | <p><b><u>Gross Motor</u></b></p> <p>GM9: Children will know how to climb using alternate feet. (P25)</p> <p>GM10: Children will know how to stand on one leg and hop. (P26)</p> <p><b><u>Fine Motor</u></b></p> <p>FM11: Children will know how to use loppers to cut a stick (P31)</p> <p>FM12: Children will know how to use spring loaded scissors to make snips in paper. (P33)</p> <p>FM13: Children will know how to screw and unscrew. (P34)</p> <p><i>Follow the 'Squiggle Whilst You Wiggle' Progression - Move 3 &amp; 4</i></p> | <p><b><u>Gross Motor</u></b></p> <p>GM11: Children will know how to skip, hop and stand on one leg. (P26)</p> <p><i>Musical Statues Game</i></p> <p>GM12: Children will know how to skip. (P26)</p> <p><b><u>Fine Motor</u></b></p> <p>FM14: Children will know how to twist a pipe cleaner to make a knot. (P31)</p> <p>FM15: Children will know how to use scissors to make snips in card. (P33)</p> <p>FM16: Children will know how to thread beads, pasta, cotton reels and buttons. (P34)</p> <p><i>Follow the 'Squiggle Whilst You Wiggle' Progression - Move 5 &amp; 6</i></p> | <p><b><u>Gross Motor</u></b></p> <p>GM13: Children will know how to work together to carry large items such as planks of wood, crates and tyres. (P32)</p> <p><b><u>Fine Motor</u></b></p> <p>FM17: Children will show preference for a dominant hand. (P35)</p> <p>FM18: Children will use a pencil with good control when making marks. (P34)</p> <p>FM19: Children will know how to button up their clothes. (P36)</p> <p>FM20: Children will know how to use scissors to make snips in paper. (P33)</p> <p><i>Follow the 'Squiggle Whilst You Wiggle' Progression - Move 7, 8 &amp; 9</i></p> |
|                      |         |                                 | <b>ASSESSMENT:</b> Draw a face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>ASSESSMENT:</b> Draw a face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>ASSESSMENT:</b> Draw a person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>ASSESSMENT:</b> Draw a person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>ASSESSMENT:</b> Draw their family                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>ASSESSMENT:</b> Draw their family                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                      |         |                                 | <p><b>Observational Checkpoint:</b> Can children make 'cross the mid-line' marks on vertical surfaces?</p> <p>Can children move in a range of ways including hopping, climbing and balancing?</p> <p>Can children work in groups/teams?</p> <p>Can children use one-handed tools such as scissors or a hammer?</p> <p>Do children have a comfortable grip when using pens/pencils?</p> <p>Are children independent in dressing themselves?</p> <p style="text-align: center;">Throughout the year children will learn how to make sensible choices about how to move their bodies e.g. walking / running / crawling / rolling etc</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

