

**Harlington Lower School**  
**Reception Curriculum Progression**  
**Physical Development**



Physical Development– Statutory Framework for the Early Years Foundation Stage

*Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

Autumn	Spring	Summer
<u>Gross Motor Skills</u>		
<ul style="list-style-type: none"> <li>• To move safely in a space</li> <li>• To safely stop when asked</li> <li>• To crawl, walk, jump, run, hop, skip, climb and begin to progress to a more fluent style of movement</li> <li>• To change direction when asked</li> <li>• To roll a large ball and to stop a large ball rolled at them</li> </ul>	<ul style="list-style-type: none"> <li>• To climb over, under and through obstacles, e.g. trim trail on Oak playground, under supervision</li> <li>• To throw, catch, kick, pass a large ball</li> <li>• To balance on and off equipment safely</li> <li>• To sit on a chair or on the floor with good posture</li> <li>• To balance safely on large equipment, including the wagon</li> <li>• To jump safely from large equipment</li> </ul>	<ul style="list-style-type: none"> <li>• To negotiate space and obstacles safely, with consideration for themselves and their peers, including use of the MUGA</li> <li>• To move with increased coordination and balance, on large equipment, e.g. trim trail on main playground, under supervision</li> <li>• To safely use the exercise station on the main playground, under supervision</li> <li>• To bat a small soft ball</li> </ul>

<ul style="list-style-type: none"> <li>• To begin to safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• To use large construction and loose parts to build</li> <li>• To use a balance bike in the space provided, following the direction of the arrows</li> </ul>	<ul style="list-style-type: none"> <li>• To use scooters and negotiate the space provided</li> </ul>	<ul style="list-style-type: none"> <li>• To aim a small soft ball towards a partner's bat</li> <li>• To sit on a chair or on the carpet with good posture for a longer period of time (up to 15 minutes)</li> <li>• To move from one piece of large equipment to another safely</li> <li>• To use bikes with pedals, negotiating the space provided</li> </ul>
<p style="text-align: center;"><b><u>Fine Motor Skills</u></b></p>		
<ul style="list-style-type: none"> <li>• To use a dominant hand to mark make using different shapes</li> <li>• To begin to use a tripod grip when using mark making tools</li> <li>• To use tweezer to transfer objects</li> <li>• To thread large beads</li> <li>• To use large pegs</li> <li>• To participate in disco dough, hand strengthening activities</li> <li>• To use a hammer and <i>tap a shape</i> pins safely</li> <li>• To begin to copy taught letters with the correct formation</li> <li>• To hold scissors correctly and cut playdough, snip paper in straight continuous lines</li> <li>• To use a fork and spoon to scoop food during meal times</li> <li>• To put on their own coat</li> </ul>	<ul style="list-style-type: none"> <li>• To use a tripod grip when using mark making tools</li> <li>• To use smaller tweezers to transfer smaller objects</li> <li>• To thread smaller beads</li> <li>• To use smaller pegs, paper fasteners, paper clips</li> <li>• To use playdough with increased dexterity, moulding and creating</li> <li>• To write taught letters using correct formation and with control over size of letters</li> <li>• To hold scissors correctly and cut along curved and zig-zag lines</li> <li>• To hold a fork and spoon correctly, scooping and picking up food with a fork as needed</li> <li>• To unbutton and button up school shirt, cardigan, trousers independently, for PE</li> <li>• To zip up their coat independently</li> </ul>	<ul style="list-style-type: none"> <li>• To create drawings with details and increased accuracy</li> <li>• To form all letters using a lead out (including tail letters)</li> <li>• To use clay to manipulate and create</li> <li>• To hold scissors correctly and cut out large shapes</li> <li>• To hold scissors correctly and cut various materials</li> <li>• To independently use a knife, fork and spoon to eat a range of meals</li> </ul>

