

Physical Development				
	N2	N3	Rec	ELG
<b>Gross motor</b>	<ul style="list-style-type: none"> <li>Walks and runs safely flat footed.</li> <li>Walk and run considerable distance, stop and start and change direction.</li> <li>Can jump with both feet off the ground.</li> <li>Can kick a large ball.</li> <li>Starting to pull themselves up onto climbing equipment.</li> <li>Walks up steps holding on to a rail or somebody's hand.</li> <li>Beginning to use large movements e.g. waving a flag.</li> <li>Moves around spaces, through tunnels and dens, over obstacles such as plants or crates.</li> <li>Sit on and use a push along wheeled toy.</li> <li>Beginning to put on own coat or apron.</li> <li>Beginning to use a potty with support.</li> <li>Beginning to self-care with support e.g. teeth brushing, handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to run with more spatial awareness.</li> <li>Moves more confidently in different ways- e.g. runs, jumps, marches, hops.</li> <li>Can catch and throw a large ball, developing more control with ball skills.</li> <li>Beginning to be more confident climbing.</li> <li>Walk up steps or stairs using alternate feet.</li> <li>Uses a range of large movements</li> <li>Decides what skill to use in certain activities e.g. to walk along a beam or jump over a crate.</li> <li>Developing balance riding trike, balance bikes, scooters.</li> <li>Balance on one foot or in a squat momentarily.</li> <li>Maintain balance and stability walking down steps or slopes carrying a small object.</li> <li>Put on own coat or apron independently.</li> <li>Uses the toilet sometimes independently.</li> <li>Can manage most self-care needs independently. E.g. hand washing, teeth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>Refines movement skills- e.g. runs, jumps, marches, hops, skips, crawl, roll, climb.</li> <li>Has a developed range of ball skills. Can throw, catch, pass, kick and aim.</li> <li>Confidently and safely use a range of climbing equipment and apparatus, climbs with skill.</li> <li>Confidently walks up stairs or steps using alternate feet</li> <li>Negotiate space successfully when playing with others and avoids obstacles.</li> <li>Combine different movements with fluency e.g. going around an obstacle course.</li> <li>Confidently rides trikes, scooters, balance bikes with skill and using good balance.</li> <li>Shows increasing control over an object in throwing, rolling, catching, patting and kicking it.</li> <li>Put on coat and apron independently, can do zips and buttons</li> <li>Mainly dry during the day, can go to the toilet independently.</li> <li>Understands and talks about factors that keep them healthy e.g. brushing teeth, exercise and food.</li> </ul>	<ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping skipping and climbing.</li> <li>Negotiates space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul>
<b>Fine motor</b>	<ul style="list-style-type: none"> <li>Move from a palmer grasp to use a digital pronate grasp to hold a pencil. - movement usually comes from elbow.</li> <li>Participate in finger and action rhymes.</li> <li>Begin to imitate circles and lines.</li> <li>Hold scissors and learn to open and close blades, often with 2 hands.</li> <li>Snip different materials with scissors e.g. playdough, foam sheets, different types of paper.</li> <li>Beginning to use a spoon independently.</li> <li>Makes marks with paintbrushes, developing some control such as circular shapes.</li> <li>Threads large beads or cotton reels onto a large string or lace.</li> <li>Completes a simple, large puzzle or jigsaw independently.</li> <li>Make marks with a range of media and tools- crayons, pencils, chalk, paintbrushes, foam, sand, glitter etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use a four or three finger grasp to hold a pencil- movement starts to occur from the wrist.</li> <li>Copy the letters in own name.</li> <li>Show increasing control in holding, using and manipulating different tools e.g. jugs, hammers, mark making tools.</li> <li>Snip paper, foam sheets, sugar paper whilst moving scissors forward.</li> <li>Cut a straight line with scissors on paper, then a curved line.</li> <li>Uses a spoon with good control, beginning to use a knife and fork.</li> <li>Uses some control and coordination with a paintbrush to paint a simple picture.</li> <li>Threads smaller objects such as pasta and beads onto a string.</li> <li>Completes jigsaws and puzzles independently.</li> <li>Draw circles, lines, zigzags, crossed lines and simple humans with a range of media and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Use a three finger grasp to hold a pencil and use it with good control - movement from the wrist.</li> <li>Write own name.</li> <li>Begin to form letters correctly.</li> <li>Show a preference for a dominant hand.</li> <li>Handles tools, objects, construction and malleable materials with increasing control.</li> <li>Cut around a circle shape, then a square shape.</li> <li>Cut around a more complex shape, such as a figure.</li> <li>Use a knife, fork and spoon independently.</li> <li>Uses good control with paintbrush to paint pictures.</li> <li>Confidently threads small beads and pasta onto thin laces or string.</li> <li>Completes puzzles with precision and care.</li> <li>Draws lines, zigzags, circles, squares, triangles, dots with a range of tools.</li> <li>Draws freely and with more detail</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p>Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				