

ELG: Physical Development	
Gross Motor	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
















Please look out for children that appear to be overweight or have poor dental health (discuss with parents).
Most children are reliably dry during the day by the age of 4. Oral health is covered in EYFS RSHE

	Nursery On entry	End of Autumn term	End of Spring term	End of Summer term/On entry to Reception	End of Autumn term	End of Spring term.	End of Summer term	KS1 links
Gross Motor	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Use large movements to wave flags and steamers.</p>	<p>Maintains balance using their hands to stabilise.</p> <p>Uses feet to scoot and balance.</p> <p>Kick a large ball</p> <p>Stand on one foot</p> <p>Jump off the ground and back onto the</p>	<p>Walks down steps holding a small book.</p> <p>Can stand on one leg for longer and can squat.</p> <p>Beginning to skip and hop</p>	<p>Beginning to catch a large ball by bringing hands to their chest</p> <p>Is beginning to balance on a balance bike or scooter</p> <p>Collaboratively create obstacle trails and balance on planks when using</p>	<p>Can ride in a straight line on a balance bike</p> <p>Hits targets with a small ball using an underarm throw</p> <p>Can catch a large ball</p> <p>Balance on raised apparatus with support</p>	<p>Can weave in and out of cones</p> <p>Can catch a small ball using only hands</p> <p>Run up to a ball and kick it</p> <p>Run and kick moving ball</p>	<p>Maintains balance around some objects</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Can successfully</p>	<p>I can create simple shapes (e.g pike, straddle, pencil, star, tuck) and perform simple rolls (e.g forward, pencil and teddy bear).</p> <p>I can change speed and direction where needed with some control and balance.</p> <p>I can travel in different ways, including skipping, hopping, jumping, running, with good control and balance.</p> <p>I can catch with some consistency whilst moving,</p>

		ground with both feet together		<p>Jump over-landing on both feet</p> <p>Hop on one foot</p>	<p>Run and stop effectively</p> <p>Play musical statues- holding a pose or balance</p>	<p>Hop on alternate feet</p> <p>Beginning to have the core strength to sit at a table to write</p>	<p>ride a balance bike.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hit the target accurately</p> <p>Bounce a ball on the ground and catch it</p> <p>Jump and turn in the air</p> <p>Jump over a skipping rope- beginning to skip</p>	<p>using some of the correct technique.</p> <p>I can throw using some of the correct technique for distance and to hit a target.</p> <p>I am beginning to use skills including kicking, throwing, catching, hitting a ball (using equipment like bat, racquet, etc) to be able to participate in a game situation.</p> <p>I can show some awareness of attacking and defending skills and tactics within a game.</p> <p>I am beginning to use my balance, co-ordination and agility skills within a range of situations.</p> <p>I can perform Dance using simple movement patterns e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.</p>
Fine Motor	<p>Pours from on container to another</p> <p>Explores mark-making</p> <p>Uses a spoon</p>	<p>Use one handed tools</p> <p>Stab with a fork</p> <p>Makes patterns with dry material</p>	<p>Beginning manipulates a range of tools and equipment in one hand, tools include paintbrushes,</p>	<p>Use a comfortable grip when holding a pencil</p> <p>Show a preference for</p>	<p>Uses tools effectively</p> <p>Paint using water and large brushes</p>	<p>Uses tweezers with control</p> <p>Copies letters with</p>	<p>Dynamic tripod grip</p> <p>Write letters with the correct formation</p>	<p>I can perform Dance using simple movement patterns e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.</p> <p>I can perform Dance using simple movement patterns e.g. travel and change direction, turn, jump, gesture,</p>

	Uses a palm grasp to mark make	using finger. Copies some patterns. Four finger grasp.	scissors, hairbrushes, toothbrush, scarves or ribbons. Walks along a rope/line on the floor Jumps of a low object with both feet together	a dominant hand Make anticlockwise and clockwise movements when mark making on different scales Show preference for dominant hand Remove and put on clothing- may be back to front and inside out Walk safely when on school visits.		the correct formation	Form letters and write at the appropriate speed	balance/stillness, change of size and shape. I am beginning to show the values of respect and fairness.
Independence including toileting and dressing.	Can mostly attend to their own toileting.	Can tell adults when they are	Use an appropriate knife to cut soft fruits	Observes and can describe in words or actions the		Cut using a knife	Takes part in simple team	

	<p>May have some accidents.</p> <p>Can wash their own hands- may need some support.</p> <p>Puts arms in coat- may need some support. Pulls trousers up and down.</p> <p>Willing to try a range of textures and tastes.</p>	<p>hungry or tired.</p> <p>Can name and identify different parts of their body.</p> <p>Takes off own coat.</p> <p>Put shoes on (may be wrong feet)</p>	<p>Pick up small stones, short chalk or gravel pieces using a thumb finger pinch and use to draw</p> <p>Thread- large holes</p> <p>Pull u</p>	<p>effects of physical activity on their bodies.</p> <p>Understand why hand washing is so important. Takes practical action to reduce risks, showing that equipment and tools can be used safely.</p> <p>Independently use a knife and fork.</p> <p>Make healthy choices.</p> <p>Can put on own coat and is beginning to fasten their own zipper.</p>			<p>games with rules</p>	
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FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, holding nearly the whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old Children are holding the writing tool between their thumb and index finger. They are also holding the pencil between their thumb and index finger. Children often writing with the ring, middle, and little fingers.</p>	 <p>4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>hooked wrist</p>  <p>extended wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This allows the grip to help move the pencil efficiently, accurately.</p> 
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		