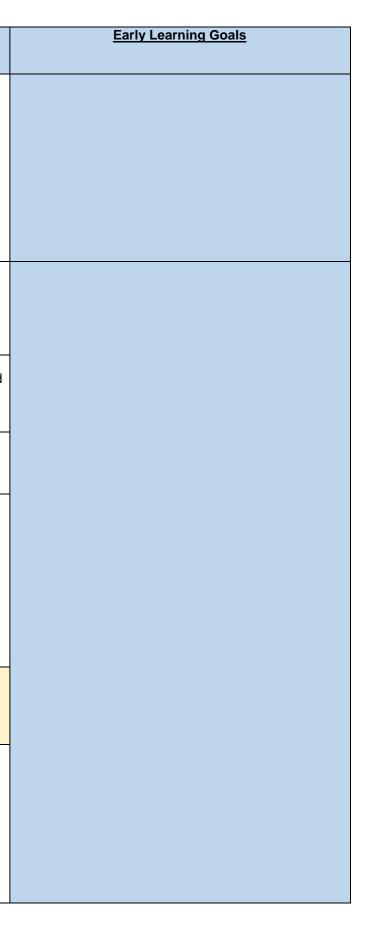
Physical Progression of Knowledge and Skills

	Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Health and self</u> <u>– care skills</u>	To take care of toileting needs most of the time.	To show confidence in dressing up and self-care activities.	To independently put on their coats, with some support for the zipper and buttons.	To show full independence in self help skills such as toileting and dressing.	To know what making right food choices looks like.	To show awareness of healthy food choices and impact on our body.
		To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat.	To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.			To make good choices in terms of tooth brushing.	
	Fine motor skills	To mark make in sensory trays and also copy different patterns.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.	To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.	To use mark making resources with increasing independence and with a comfortable grip.	To confidently use scissors and other tools safely
e and Skills			To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	To show a preference for a dominant hand	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.
of Knowledge					To know the correct ways of forming letters	To begin to form numbers and familiar letters, e.g. letters in their name.	To independently write their name.
Progression of k	<u>Gross motor</u> <u>skills</u>	To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.	Skip, hop, stand on one leg – games.	To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.	To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	To run skilfully and be able to negotiate space.	To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.
F1 P		To begin to show awareness of moving equipment safely with peers.	To use alternate feet when climbing apparatus.		To successfully take part in group games with support from an adult and games they make up for themselves/in teams.	To practise our ball skills.	
		To copy dance moves and to move to different kinds of rhythms. Using large movements eg shoulder pivot	To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats	To be able to follow a simple sequence of movements to music and rhythm.			
						To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. Pour from one container to another confidently.	To look at books independently whilst turning pages one at a time.



MEXBOROUGH ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

Physical Progression of Knowledge and Skills

	Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Knowledge and Skills	<u>Health and self –</u> <u>care skills</u>		To show good practice with regard to exercise, eating, sleeping and hygiene.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health, including tooth brushing, screen time, road safety and sleep routine			
	Fine motor skills	To use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines	To handle tools, objects, construction and malleable materials safely and with increasing control.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.
		To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).		Draw with increasing complexity and detail – develop good techniques.	Draw with increasing complexity and detail – develop good techniques.
F2	Gross motor skills	To use climbing equipment safely and competently and know why it is important. Revise and use	To show good control and co-ordination in large and small movements To develop core muscles	To negotiate space effectively.	To develop movement fluency.	To develop ball skills. Throwing, catching, kicking, passing, patting etc	To be able to balance and coordinate safely.
		fundamental movement skills – run, crawl, walk, jump, run, hop, skip, climb.	for good posture.				

Early Learning Goals
Fine Motor Skills.
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, paint
brushes and cutlery.
Begin to show accuracy and care when drawing.
Orana Matar Skilla
Gross Motor Skills. 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.