

Robin Hood Early Years
Progression of skills N1, N2 and Reception
Physical Development



Physical Development - Gross Motor motor skills

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking - Clap and stamp to music - Begin to walk independently s. choosing appropriate props to support at first. - Walk, run, jump and climb and start to use the stairs independently.	- Enjoy starting to kick, throw and catch balls. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - As soon as children are able, encourage 'active travel' to and from the setting s. for example, walking, scooter or bike. Spin, roll and independently use ropes and swings (for example, tyre swings)
Nursery 2 Children turning 4	- Continue to develop their movement, balancing, riding and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Use large-muscle movements to wave flags and streamers, paint and make marks.	- Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Start taking part in some group activities which they make up for themselves, or in teams.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
Reception	- Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping s. Climbing Progress towards a more fluent style of moving, with developing control and grace. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop confidence, precision and accuracy when engaging in activities that involve a ball. - 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.
SEND support	- Ensure pupils have access to extra resources/interventions to develop gross motor skills - Support during adult led sessions to develop gross motor skills - Pictorial prompts to support with gross motor movements		

Physical Development - Fine motor skills

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- Reach out for objects as co-ordination develops. Pass things from one hand to the other. - Let go of things and hand them to another person, or drop them.	- Develop manipulation and control. - Explore different materials and tools - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Build independently with a range of appropriate resources	- Start eating independently and learning how to use a knife and fork - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Nursery 2 Children turning 4	Use one-handed tools and equipment, for example, making snips in paper with scissors.	- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Show a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils.
Reception	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.	Develop the foundations of a hand writing style which is fast, accurate and efficient.	- 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.
SEND support	- Pencil grips - Suitable tools to support development of fine motor skills - Ensure pupils have access to fine motor skills interventions to develop fine motor skills - Targeted fine motor activities during welcome time		