

Physical Development

<u>Daycare</u>	<u>Pre School</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<u>Fine Motor</u>				
<p>I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>I am beginning to show preference for dominant hand.</p> <p>I am beginning to hold mark-making tools with thumb and all fingers.</p> <p>Participates in finger and action rhymes intimating movements and actions.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good control when using pens and pencils.</p> <p>I know how to use one-handed tools and equipment, for example, making snips in paper with scissors, with support.</p>	<p>I am beginning to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor when reminded.</p> <p>With support I can hold a pencil effectively in preparation for writing.</p> <p>I am developing small motor skills to use a range of tools competently, safely and confidently. E.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p>

<p>Hands start to operate independently while each hand doing something different.</p> <p>When holding crayons and chalks making connections between movement and marks.</p> <p>Snack time routines.</p> <p>Toileting with support.</p>	<p>I will trace a range of lines and shapes.</p> <p>I am showing a preference for a dominant hand.</p>	<p>I know how to write recognisable letters, most of which are correctly formed.</p>	<p>Begin to show accuracy and care when drawing.</p>	<p>To form the digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<p><u>Gross Motor</u></p>				
<p>I know that using the whole of my foot will help me run on different surfaces.</p> <p>I can begin to run on different surfaces.</p>	<p>I know that I need look to see where I am running.</p> <p>I can run around without bumping into someone.</p> <p>I know that changing my speed and direction will help me avoid obstacles.</p>	<p>I know that my eyes should be focused straight ahead of me to run in a straight line.</p> <p>I can run in a straight line.</p> <p>I can adjust my speed and direction to jump over obstacles</p>	<p>I Can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>I know that I must stay in my lane when running in a race.</p> <p>I can run in a straight line for 20m.</p> <p>I know that in a relay race each member of their team must complete their leg.</p> <p>I know that I jump off the ground with one foot to jump off an obstacle.</p>

<p>I know that if I bend my knees, it will make jumping easier. I can jump forward.</p> <p>I can begin to show a preference for a dominant hand when throwing. I know that I use my hands to throw.</p>	<p>I can run at speed and avoid obstacles.</p> <p>I can adjust my speed and direction to avoid obstacles. I will negotiate space successfully when playing games with other children.</p> <p>I can jump forward a small distance.</p> <p>I know that I need to throw the large ball from above my head.</p>	<p>I can take part in an race.</p> <p>I can jump forward a small distance and land with my knees bent.</p> <p>I know that I use two hands to catch and throw the ball.</p> <p>I can show control by throwing and catching a ball to myself and a partner.</p> <p>I know that you use one</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>I can run in a straight line and jump over some obstacles.</p> <p>I can use a signal for the next member of my team to start running.</p> <p>I can jump 0.5m from a standing position. I know that I need to jump from bent knees and swing my arms to jump forwards,</p> <p>I know that the shot is held at the basis of my fingers.</p> <p>I know that I use the palm of my hand to grip the javelin and hold it in the middle.</p> <p>I can throw a bean bag by pushing it upwrds and away from neck.</p>
---	---	--	--	---

<p>I can throw a ball with increasing force.</p> <p>I know that I use two hands to catch a ball.</p> <p>I can catch a large ball and use my chest to trap it.</p> <p>I know that I kick a ball with a foot.</p> <p>I can kick a ball with either foot.</p>	<p>I know that I need both my hands ready to catch a ball.</p> <p>I can grasp with two hands to throw a large ball.</p> <p>I can release with two hands to throw a large ball.</p> <p>I know that I need to have both my hands ready to catch the ball.</p> <p>I can grasp with two hands to catch a large ball</p> <p>I know that I kick a ball with a foot.</p> <p>I can begin to show a preference for a dominant foot when kicking.</p>	<p>hand to throw a foam javelin.</p> <p>I can show control by throwing a javelin a small distance.</p> <p>I know that the harder I kick the ball the further it will go.</p> <p>I can kick a football from different distances towards my partner.</p>		<p>I can throw a foam javelin over arm.</p> <p>I know that stopping the football will make is easier to pass the ball.</p> <p>I can kick the ball and stop it by putting foot on top.</p>
--	---	--	--	---

<p>I know that I need to travel safely on different levels and surfaces.</p> <p>I know that my hands and feet will help me maintain balance when travelling.</p> <p>I know that if I bend my knees it will make jumping easier.</p> <p>I can begin to walk and climb on different gymnastic equipment.</p> <p>I can choose different ways to move.</p> <p>I can jump into the air with both feet leaving the floor.</p>	<p>I can travel with confidence and skill around, under, over equipment.</p> <p>I can travel across climbing equipment by alternating my feet.</p>	<p>Travel</p> <p>I know that slithering and sliding are travel movements.</p> <p>I can use slithering and sliding in isolation .</p> <p>I can travel around, under, over and through climbing equipment.</p> <p>I can choose to move in a range of different ways on gymnastic equipment.</p> <p>I can jump off a piece of equipment and land safely with some control.</p> <p>I know that bent knees with arms out straight will help me land safely.</p>		<p>Travel</p> <p>I know that galloping and walking tall are travel movements.</p> <p>I can tall gymnastic movements in a sequence.</p> <p>I can perform a sequence that has 3 gymnastic actions using apparatus.</p>
---	--	--	--	--

<p>I can sit up from lying down, stands up from sitting and squats with steadiness.</p> <p>I can rise to feet without using hands</p> <p>I know that dance is moving body parts. I can move in response to music.</p> <p>I can move in response to music, or rhythms played on instruments such as drums or shakers.</p>	<p>I know that mirroring means to copy. I can copy body movements. I can join in with dancing by moving different body parts.</p> <p>I can use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Shapes -I know that straight is a gymnastics shape.</p> <p>I know that the log roll is a gymnastic roll. I can use the straight shape to help me perform a log roll on the mat.</p> <p>Motif – I know that a motif can give me ideas on how to move. I can use the parts of a bus to create my dance movements.</p> <p>Contrast -I know that changing the speed of a dance movement can show different emotions I can change the speed of</p>		<p>I know that a star is a gymnastic shape.</p> <p>Motif I know that motifs can help me create and develop simple movements for my dance performance. I can identify movements related to a superhero and use these to recreate a simple dance sequence.</p> <p>Contrasts I know that contrasts can be changing the level of a movement to show meaning. I can use my motif and</p>
--	--	--	--	---

	<p>Balance I know that shifting my body weight will help me to keep balance. I can balance on one foot.</p>	<p>my dance movements to show different emotions. I know that changing the size of a dance movement can show different emotions</p> <p>I can change the size of my dance movements to show different emotions.</p> <p>Performance I can perform my dance sequence.</p>		<p>change the level of these movements.</p> <p>Performance I can perform my dance sequence.</p>
--	---	--	--	--

<p>I am beginning to show preference for dominant hand and/or leg/foot.</p> <p>I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting Astride.</p> <p>I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>I am beginning to hold mark-making tools with thumb and all fingers.</p> <p>I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting</p>	<p>I will continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>		
--	---	---	--	--

<p>Astride. I can sit comfortably on a chair with both feet on the ground. I can climb up and down stairs by placing both feet on each step while holding a handrail and adult for support.</p>				
---	--	--	--	--

Health and Self care				
<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Children and parents are supported to move the children into move to pants and independent toileting</p> <p>I know how to wash my hands with support.</p> <p>Routines established for toileting and washing hands.</p>	<p>I can become increasingly independent as I get dressed and undressed.</p> <p>I beginning to understand how to wash and can dry hands effectively and understands why this is important.</p> <p>I am working towards a consistent, daily pattern in</p>	<p>I can changed into my PE kit.</p> <p>I can usually stay dry and clean during the day</p> <p>I know why it is important to wash our hands before cooking and handling food.</p> <p>I know why it is important to pick a healthy snack at snack time.</p>	<p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical</p>	<p>I know that my body will feel hotter after an activity.</p>

	<p>relation to eating, toileting and sleeping routines and I understands why this is important.</p> <p>I am gaining more bowel and bladder control and can attend to toileting needs most of the time independently.</p> <p>I know I need to become increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>I show an understanding of how to transport and store equipment safely</p> <p>I can practice some appropriate safety measures without direct supervision</p> <p>I know how to keep safe</p>	<p>activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Books:</p> <p>Hovis The Hedgehog</p>	
--	---	--	--	--

<p>I know how to use my senses to explore different flavours.</p> <p>I know the correct utensils to eat my lunch with.</p> <p>I know how to mix two ingredients together with a wooden spoon with support.</p>	<p>I know how to name some different fruits and vegetables.</p> <p>I know that I can combine different ingredients to create something new.</p> <p>I know how to mix, using a wooden spoon and use a rolling pin with support.</p>	<p>when tackling new challenges.</p> <p>I know what happens when flour, yeast and water is mixed, kneaded and baked.</p>		<p>I know that fruit and vegetables come from plants.I know the difference between a fruit and a vegetable</p> <p>I know how to slice and peel.</p>
--	--	--	--	---