Walverden Primary School
Physical development

	Nursery	Reception	ELG	Year 1
Ball skills	• Enjoy starting to kick, throw and catch balls. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	ELG: Gross Motor Skills Children at the expected level of development will: - • 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.	
Music and dance	• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	• Progress towards a more fluent style of moving, with developing control and grace		
Strength and co-ordination	• Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one	• Develop the overall body strength, co-ordination, balance and agility needed to		

	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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.		
Large muscle movements	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	• Combine different movements with ease and fluency.		
Core muscle skills	• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,	• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor		

	depending on its length and width.			
Use of tools	• Develop manipulation and control. Explore different materials and tools. • Use one-handed tools and equipment, for example, making snips in paper with scissors.	• 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 and spoons.	ELG: Fine Motor Skills Children at the expected level of development will: - • 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.	
Dressing and undressing	• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.		
Eating	• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	• Start eating independently and learning how to use a knife and fork.		
Pencil grip	• Use a comfortable grip with good control	• Develop the foundations of a handwriting style		

	when holding pens and pencils. • Show a preference for a dominant hand.	which is fast, accurate and efficient.		
Keeping healthy	•	• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes		

Purple- birth to 3

Red- 3-4

Black- Reception