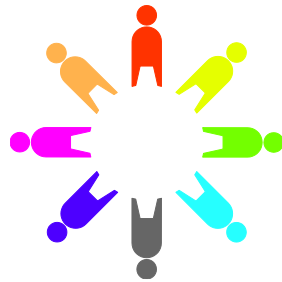


EYFS Progression Model 2025 2026

Physical Development



**SHAKESPEARE
PRIMARY SCHOOL**

A curriculum of excellence
from the heart of Leeds

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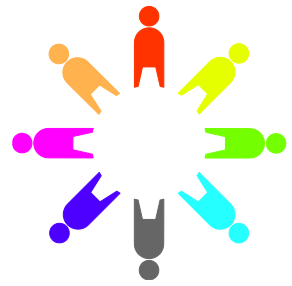


TOGETHER
ANYTHING
IS POSSIBLE

"You know your community
well and respond to its needs."
Ofsted. 2019



EYFS Progression Model for Physical Development



This progression model has been developed by highly-experienced, in-depth practitioner knowledge about the children in Early Years at Shakespeare Primary School and Nursery. It focuses on what these particular groups of children need in response to their experiences so far of space and movement. It considers whether children have access to outdoor space and whether they have had enough movement play as infants.

Observation Checkpoints

Development Matters 2020 offers 'Observation Checkpoints' in Physical Development for 'Birth to three' and '3 & 4 year olds'. These should be used at appropriate times in year, to form the basis of sharing conversations with parents, inform assessment and plan how to support any development delays.

Toilet Training and Intimate Care

Children who enter the setting not yet toilet trained should have a Personal Care Plan completed between the Key Person/Class Teacher and the parent. All staff should have read and understood the Intimate Care Policy to support with changing children. See Intimate Care Policy for further information.

Access to outdoor provision

The outdoor provision and garden space should be accessible throughout the session so that children can access learning outdoors, from free play to planned activities.

Hand grasp



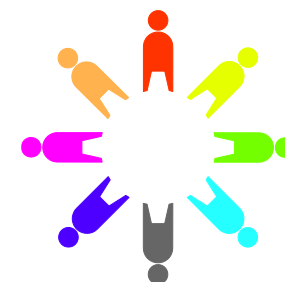
Movement play

For children to progress in Physical Development, in particular their fine motor skills, they need core strength and stability which comes from experience of movement play and access to equipment which promotes this. Research suggests that promoting movement and activity in young children can help increase memory, perception, language, attention, emotion and even decision making.

Squiggle While You Wiggle

In nursery and at the beginning of reception, twice a week, children take part in Squiggle Whilst You Wiggle. This is an early writing programme created by Shona Bason-Wood that uses dance and large movements like circles and lines to develop fine muscle control they need for forming letters (writing). These large movements will then be transferred to smaller movements by making marks on paper using different writing tools.

These sessions then change to handwriting sessions for reception children. Children in Reception who have been identified as needing support for their fine motor skills will participate in fine motor interventions delivered twice a week.



Physical Development Progression

Reception • Nursery 3-4 • Nursery 2-3 • Autumn •

Overview of Development Matters 2020

Birth to three - babies, toddlers and young children will be learning to:	▪ Enjoy starting to kick, throw and catch balls. ▪ Build independently with a range of appropriate resources. ▪ Walk, run, jump and climb – and start to use the stairs independently. ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. ▪ Develop manipulation and control. ▪ Explore different materials and tools. ▪ Learn to use the toilet with help, and then independently.
3 & 4-year-olds will be learning to:	▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) 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. ▪ 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, depending on its length and width. ▪ 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. ▪ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly

Children in reception will be learning to:	- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - 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 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on a chair - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian the floor. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
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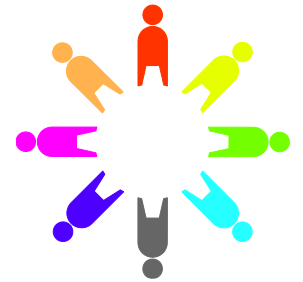
Termly Focus

Fine Motor Skills	Gross Motor Skills	Being Independent with Care and Health
Reception - Develop core strength and stability through regular practise of arm and shoulder movements, including climbing, pulling up and frequent exercises, such as 'Squiggle While You Wiggle'. - Practise posture for writing and eating with a knife and fork, by sitting at a ninety degree angle on a chair, at a table. - Explore a range of small tools with increasing efficiency including writing implements, paintbrushes, rolling pins, cutters and cutlery.	Reception - Develop core strength and stability through regular practise of arm and shoulder movements, including climbing, pulling up, stepping and jumping using the outdoor climbing frame and other equipment. - Explore space and movement with the body, refining rolling, rocking, hopping, skipping, lifting, carrying, stacking, etc skills. - Move with confidence on outdoor equipment, including the climbing frame, steps to the garden, tyres and planks and on the MUGA during PE sessions.	Reception - Talk about and identify foods that we eat that are healthy or unhealthy. - Explore the sequence of the day and when children carry out care routines such as washing and tooth brushing. - Confidently and politely make a lunch choice and enjoy a range of food options. - Learn where the bathroom is and use it independently, redressing after toileting and thoroughly washing and drying hands. 3 & 4 year-olds

▪ Use a tripod grip to hold a writing implement. ▪ Begin to form recognisable letters using correct formation from a consistent adult model. Use a pencil grip for those who struggle. ▪ Feed themselves effectively using cutlery, showing increasing table manners. ▪ Sit and draw or write with more ease whilst sitting on a chair at a table. 3 & 4 year-olds ▪ Begin to develop core strength using a range of resources (ribbons, flags, etc) and begin to make larger marks in preparation for stability in mark making and drawing. ▪ Make marks on vertical or angled surfaces to build up strength in the shoulder and arms. ▪ Begin to explore one-handed tools, experimenting with how to hold and use them. ▪ Show preference for a dominant hand. Birth to three ▪ Manipulate materials, such as a paper, by printing, tearing and mark making. ▪ Explore, grasp and hold a range of malleable items and tools.	▪ Continue to refine movement skills such as extending ability in speed, height and distance. ▪ Learn how to line-up in an orderly fashion before then lining up in register order. ▪ Balance on and move on an age-appropriate pedal bike with stabilisers or balance bike round a track, increasing in accuracy over time. ▪ Explore catching, throwing and kicking a ball. 3 & 4 year-olds ▪ Balance on, pedal or move a range of simple vehicles, including trikes and scooters. ▪ Climb up the steps on the climbing frame, using alternate feet. ▪ Explore the outdoor space and equipment appropriately with the body and experiment with different ways of moving. ▪ Enjoy catching large balls when thrown by an adult. Birth to three: ▪ Explore stacking equipment to build simple structures, such as towers. ▪ Begin to climb up the steps on the climbing frame. ▪ Move a wheeled vehicle, as a Coupe Car. ▪ Have fun exploring balls of a range of sizes. ▪ Explore the outdoor space by walking, jumping, running and climbing. ▪ Explore how balls roll and pick them up. ▪ Explore movement in a range of play contexts, including time on tummies, spinning and rolling.	▪ Learn how to put on a coat or jacket independently and fasten it. ▪ Learn where the toilet is and begin to take increasing responsibility for toileting and handwashing. ▪ Make a selection of snack preferences. Birth to three ▪ Learn where the toilet and changing area is and understand what it is used for. ▪ Begin to communicate any toileting needs. ▪ Show interest in tasting and eating snack.
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Physical Development Progression

Reception • Nursery 3-4 • Nursery 2-3 • Spring •



Overview of Development Matters 2020

Birth to three - babies, toddlers and young children will be learning to:	▪ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ▪ Enjoy starting to kick, throw and catch balls. ▪ Build independently with a range of appropriate resources. ▪ Walk, run, jump and climb – and start to use the stairs independently. ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. ▪ Develop manipulation and control. ▪ Explore different materials and tools. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ▪ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
3 & 4-year-olds will be learning to:	▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ▪ Go up steps and stairs, or climb up apparatus, using alternate feet. ▪ 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. ▪ Use one-handed tools and equipment, for example, making snips in paper with scissors. ▪ Use a comfortable grip with good control when holding pens and pencils. ▪ Start eating independently and learning how to use a knife and fork.

	▪ Show a preference for a dominant hand. ▪ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ▪ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ▪ Make healthy choices about food, drink, activity and tooth-brushing.
Children in reception will be learning to:	▪ 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. ▪ 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. ▪ 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. ▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth-brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian ▪ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

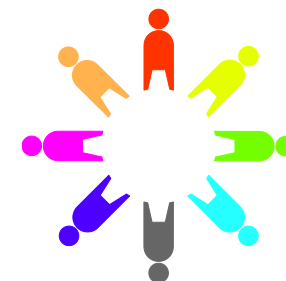
Termly Focus

Fine Motor Skills	Gross Motor Skills	Being Independent with Care and Health
Reception ▪ Form most letters correctly using an effective quadrupod or tripod pencil hold. ▪ Show good posture when sitting at a table, either for writing, drawing or eating. ▪ Use a range of tools for a purpose. 3 & 4 year-olds ▪ Begin to use a regular grip, such as digital or quadrupod grasp, with a writing implement.	Reception ▪ Be confident when carrying out fast sequences of moves or being incredibly still, including tackling obstacle courses and movement instructions during PE sessions on the MUGA or when exploring simple apparatus in the school hall. ▪ Aim, pass or bat a medium-sized ball with a peer. ▪ Use a balance bike with accuracy, attaching the helmet independently and 'parking' it after use. 3 & 4 year-olds	Reception ▪ Be clean and dry throughout the day, wearing an apron independently and changing wet clothes when necessary. ▪ Talk about safety in the community, such as crossing roads and holding hands with an adult. ▪ Continue to choose more new foods and tastes at lunch times. 3 & 4 year-olds ▪ Confidently put on and fasten their coat, as well as other items of clothing such as wellies, shoes, hat, scarf and gloves.

▪ Continue to explore a range of one-handed tools, such as glue sticks, staplers and hole-punches. ▪ Make marks at different levels to support shoulder movement and allow children to cross the mid-line of their bodies with their dominant hand. Birth to three ▪ Take expanding interest in making marks on paper using a range of implements including chubby crayons, egg chalks and hand hugger pencils in a fist or palmer/digital grasp. ▪ Use small motor skills to carry out tasks, such as pouring water into a cup from a jug. ▪ Explore equipment such as writing implements and cutlery.	▪ Enjoy team games outdoors which involve instructions for movements in patterns or sequences, such as 'Stop/Go' games or to music and sounds. ▪ Use alternate feet to climb a range of apparatus. ▪ Become more dextrous in leg movement, such as jumping, hopping, skipping and balancing on one leg. ▪ Play catch with a peer, accurately catching a large ball and throwing it back. Birth to three: ▪ Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. ▪ More deftly climb the steps to access the climbing frame. ▪ Use smaller stacking resources, such as blocks, to create higher or wider towers. ▪ Move or ride on a range of wheeled vehicles, including push-along toys, scooters, toy prams, carts, etc. ▪ Explore a range of large balls.	▪ Use the bathroom and wash hands. ▪ Learn how to keep good oral teeth by exploring home care routines and talk about cleaning teeth. ▪ Request and eat snack when hungry, making choices about what to eat or drink. Birth to three ▪ Begin a toilet training programme, where appropriate. ▪ Make a snack choice by communicating a preference.
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Physical Development Progression

Reception • Nursery 3-4 • Nursery 2-3 • Summer •



Overview of Development Matters 2020

Birth to three - babies, toddlers and young children will be learning to:	▪ Enjoy starting to kick, throw and catch balls. ▪ Sit on a push-along wheeled toy, use a scooter or ride a tricycle. ▪ Develop manipulation and control. Explore different materials and tools. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. ▪ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. ▪ Learn to use the toilet with help, and then independently.
3 & 4-year-olds will be learning to:	▪ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ▪ 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ▪ Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. ▪ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ▪ Make healthy choices about food, drink, activity and tooth-brushing.
Children in reception will be learning to:	▪ 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. ▪ 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.

	▪ 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. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient. ▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth-brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian ▪ Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
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Termly Focus

Fine Motor Skills	Gross Motor Skills	Being Independent with Care and Health
Reception ▪ Form all letters correctly and efficiently, using an effective pencil hold, such as a tripod or dynamic tripod grasp, which promotes fluency. ▪ Show excellent posture when sitting at a table, either for writing, drawing or eating. ▪ Use a range of tools competently and for a purpose. 3 & 4 year-olds ▪ Use a comfortable quadrupod or tripod grip with a writing implement. ▪ Continue to explore a range of one-handed tools, including cutlery. Birth to three ▪ Continue to develop control with tools and malleable materials.	Reception ▪ Begin to balance and control a pedal bike without stabilisers. ▪ Show fluency and grace when moving in a variety of ways, showing ease when changing from one move to another, including being still. ▪ Move efficiently in PE sessions both in the hall and on the MUGA, showing strength and agility as well good balance and control. ▪ Aim, pass or bat a ball in a range of shapes and sizes with a peer. 3 & 4 year-olds ▪ Move in a variety of ways to travel over a range of objects and surfaces. ▪ Work with peers to carry and move larger or heavier items safely.	Reception ▪ Be clean and dry throughout the day, wearing an apron independently and changing wet clothes when necessary. ▪ Talk about what it means to be healthy, in terms of self-care, sleep routines and use of technology. ▪ Enjoy a varied diet at lunch times, showing excellent manners. 3 & 4 year-olds ▪ Be independent in putting on outer clothes and accessories, toileting, washing hands, using a tissue, etc. ▪ Enjoy a range of snacks and be happy to try unfamiliar foods. Birth to three ▪ Be increasingly independent when using the toilet. ▪ Pull on clothes up and down to help with changing.

▪ Mark make with a purpose, beginning to use smaller implements to make marks on surfaces. ▪ Hold a writing implement in a whole-hand fist or palmer/digital grasp. ▪ Attempt to fasten zips, buttons and studs on clothing.	▪ Play catch with a peer, accurately catching a large ball and throwing it back. ▪ Visit the school MUGA and explore the space. Birth to three: ▪ Explore space and their bodies, encouraging them to take risks when climbing or fitting themselves into small voids. ▪ More deftly climb the steps to access the climbing frame. ▪ Use smaller stacking resources, such as blocks, to create higher or wider towers. ▪ Sit on and pedal a trike. ▪ Explore a range of large balls and attempt to kick, throw or catch them.	▪ Request their coat when it is cold, or new clothes if they are wet. ▪ Make a range of snack preferences.
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Vocabulary Selection

The below words should be modelled alongside children's independent exploration or during adult-led group/class activities.

Fine Motor Skills

	Reception	3 & 4 year-olds	Birth to three
Nouns	Mark, draw, picture, write, pencil, crayon, pen, chalk, scissors, stapler, tape, hole-punch, split pin, treasury tag, paper, pad, idea,	Mark, draw, picture, write, pencil, crayon, scissors, hole-punch,	Mark, draw, picture, pencil, crayon
Verbs	Squeeze, pinch, hold, grab, roll, push, squash, twist, pat, stack, pour, touch, feel, rub, attach, stick, cut, make, create,	Squeeze, hold, roll, push, squash, pour, touch, feel, rub, stick, cut, make	Touch, hold, roll, feel, rub, pour, stick, cut, make
Adjectives	- Rough, smooth, hard, soft, bumpy, shiny, sparkly, wet, slimy, dry, spiky, sharp, prickly, fuzzy, rubbery, stretchy - Colour names	- Rough, smooth, hard, soft, wet, dry, shiny, spiky, sharp - Colour names	- Hard, soft, wet, dry - Colour names

Gross Motor Skills

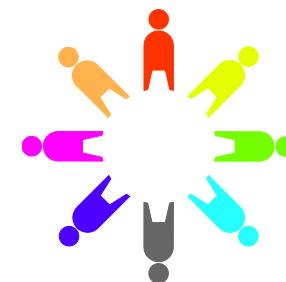
	Reception	3 & 4 year-olds	Birth to three
Nouns	Bike, climbing frame, pedal, track, steps, stairs, MUGA, blocks, obstacle, bridge, tyres, planks, bricks, apparatus	Scooter, trike/tricycle, bike, wheels, steps, stairs, climbing frame, blocks, bricks, bridge	Wheels, trike/tricycle, climbing frame
Verbs	Run, jump, hop, skip, crawl, slide, gallop, slither, roll, rock, tilt, follow, lead, copy, stop, go, scoot, ride, pedal, balance, climb, swing, spin, (go) over, in, out	Run, jump, hop, skip, crawl, roll, follow, stop, go, ride, pedal, swing, spin, in, out	Run, jump, stop, go, pedal, spin, ride, in, out
Adjectives	Fast, slow, faster, slower, quick, quicker, speedily, light-footed, bouncy	Fast, slow, faster, slower, quick, quicker,	Fast, slow

Being Independent with Care and Health

	Reception	3 & 4 year-olds	Birth to three
Nouns	▪ Toilet, bathroom, sink, tap, water, soap, sanitiser, (it's) clean, knife, fork, spoon, plate, cutlery, cup, bottle, jug, food, lunch, coat, zip, button, lace, shoe, teeth, toothbrush, toothpaste, germs, hygiene, potty, nappy, screen time	▪ Toilet, bathroom, sink, tap, water, soap, (it's) clean, knife, fork, spoon, plate, cup, bottle, jug, food, lunch, coat, zip, button, shoe, teeth, toothbrush, toothpaste	▪ Toilet, nappy, potty, clean, wash, sink, tap, water, soap, spoon, cup, food, snack, coat, zip, teeth, toothbrush, toothpaste,
Verbs	▪ Choose, fasten, unzip, zip up, pour, wash, clean, dry, dress, undress, put on, brush, sleep, rest, exercise, feed, change, line up,	▪ Choose, put on, fasten, zip, wash, clean, dry, dress, brush, sleep, feed,	▪ Put on, choose, wash, clean, sleep, brush, feed
Adjectives	▪ Healthy, unhealthy, clean, dirty, safe,	▪ Healthy, unhealthy, clean, dirty	▪ Clean, dirty

Physical Education lessons in EYFS

GetSet4PE



In EYFS, teachers use GetSet4PE as a tool to deliver high-quality PE lessons. Children develop fundamental skills such as moving safely, running, balancing, throwing and catching. In reception, children take part in gymnastics. Our curriculum builds on children's prior knowledge in preparation for KS1.

EYFS PE Long Term Plan

2024/2025

Edit



	TERM 1		TERM 2		TERM 3	
Nursery <i>2-3s</i>	Introduction to PE : Unit 1	Introduction to PE : Unit 1	Fundamentals : Unit 1	Fundamentals : Unit 1	Ball Skills : Unit 1	Ball Skills : Unit 1
Nursery <i>3-4s</i>	Introduction to PE : Unit 1	Introduction to PE : Unit 2	Fundamentals : Unit 1	Fundamentals : Unit 2	Ball Skills : Unit 1	Ball Skills : Unit 1
Reception <i>RF, RJ, RH, RM</i>	Introduction to PE : Unit 2	Fundamentals : Unit 2	Gymnastics : Unit 2	Dance : Unit 2	Ball Skills : Unit 2	Games : Unit 2

Prior to every PE lesson, children discuss healthy lifestyles using picture prompts, later children have a good understanding of this. They also discuss why it is important to warm up before beginning the lesson with a learning objective and the success criteria using three key words.

How do we stay healthy?



PE

Introduction to PE

To move around safely in space



look



change



safe