



EYFS Knowledge and Skills Progression – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing.

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
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.					
Can move around large spaces with control and coordination.		Demonstrate strength, balance and coordination when playing.		Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.	



Run around safely being able to stop. Give new challenges a go and are aware of their own safety. Negotiate space and obstacles safely, with consideration for themselves and others. To learn and demonstrate the procedures for lunchtime and to follow instructions. Begin to throw and try to catch a range of different sized balls. Use a bat and ball to explore with hitting in a designated direction. Begin to try new physical challenges. Move confidently in a range of ways, safely negotiating space. Move forward and negotiate space safely when on the bikes, taking account of the presence of others. To use and remember sequences and patterns of movement which are related to music and rhythm. With less support use a correct tool to perform a task. Adjust speed and direction.	Can move around smaller spaces with more accurate control and coordination. Move forward and negotiate space when moving through tunnels, dens or other obstacles. Move confidently in a range of ways, safely negotiating space. Use strategies to assist in balancing. Begin to catch more accurately. Throw at a target. Is adventurous and confident in their physical play. Begin to use a bat to bounce a ball. To hit a ball forwards to a partner having consideration to direction and impact. Manoeuvre a bike forwards and backwards, and between cones safely and at speed. Move forward and backwards and negotiate space when moving through tunnels, dens or other obstacles. Develop confidence in moving energetically whilst running, jumping, dancing, hopping, skipping.	Can move around all spaces with control and coordination. Negotiate space and obstacles safely, with consideration for themselves and others. Use precision and accuracy when beginning and ending movements. Throw a ball accurately to a partner and catch it. Accurately hit a ball forwards to a partner having consideration of direction and impact, resulting in them being able to accurately return it. Manoeuvre a bike/scooter through a more challenging obstacle course, applying strategies for ensuring precision and accuracy. Move confidently and energetically such as running, jumping, dancing, hopping, skipping and climbing. To use a skipping rope and jump over it. To skip confidently navigating around the playground. To dance in time to music developing control and grace.
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Explore with moving energetically whilst running, jumping, dancing, hopping, skipping and climbing for short periods.

To begin to know about a healthy lifestyle and the foods needed to maintain this.

To learn how to travel safely in our local area.

Show control in movement and begin to combine different movements with ease and fluency.

Races and team - building.



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, paintbrushes and cutlery.
 *Begin to show accuracy and care when drawing.

*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 & cutlery.

*Begin to show accuracy and care when drawing.

Explore with a dominant hand.

Begin to explore using a variety of tools, e.g. pencils, paint, pastels, crayons.

To learn how to sit at a table and encourage them to sit with correct posture.

Develop muscle tone to put pencil pressure on paper.

To hold a pencil often with a whole hand grasp, encourage and model tripod grip.
 Begin to model correct letter formation.

Use knife and fork in the correct hand.

Use resources with some control.

Turn the pages in a book.

Is able to use one handed equipment with control.

Shows preference for a particular hand.

Attempts to use a knife and fork correctly most of the time.

Uses a variety of tools, e.g. pencils, paint brushes and scissors for a clear purpose.

Children are independently sitting at a table with correct posture, feet positioned correctly and forearms are supported on a table.

Develop pencil grip.

Use one hand consistently for fine motor tasks.

Begin to form letters correctly and write recognisable letters.

Can use scissors to snip moving forwards along a straight and wiggly line.

Tripod grip in almost all cases.

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 use thinner pencils for writing using tripod grip without need for a triangular pencil.

Begin to cut in a curved and zig zag line and moves onto cutting shapes. Can cut out more complex shapes e.g. figures.

Develop the skills to use cutlery to cut food independently.

To learn to brush our teeth properly and the importance of this.



Making large shapes, patterns marks (paint brushes and water, washing up liquid bottles etc).

To make the shapes of the letter families with a variety of resources.

Manages zips and buttons on their clothes with support initially.

Holds scissors, often with both hands learning to open and close the blade.