Physical Skills Progression					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Children will move in different ways, like skipping, hopping and jumping, beginning to change speed and direction. Children will develop their core strength. **Fine Motor** Children will use different tolls to push, pat and roll. Children will be able to use two-hole scissors to make snips in paper.	**Gross Motor** Children will begin to negotiate space by carefully changing direction when moving. Children will be able to complete various moves as part of a dance routine, moving in time to the music. **Fine Motor** Children will be able to cut along straight lines using two-hole scissors.	**Gross Motor** Children will know how to safely jump off of gymnastics equipment. GM19: Children will know how to pull themselves up on the indoor climbing apparatus. Children will develop their balance and travelling skills. **Fine Motor** Children will be able to cut along curved lines using two-hole scissors.	**Gross Motor** Children develop the skills to kick, pass and dribble different sized ball with some control Children will develop their hand-eye co-ordination. **Fine Motor** Children will know how to use a knife and fork to cut most of the time. Children will develop their weaving and wrapping skills.	**Gross Motor** Children will know how to throw and catch different sized balls with growing precision. Children will be able to negotiate space, moving around carefully and safely inside and outside. Children will be able to dribble a large ball for short periods with increasing control. **Fine Motor**	**Gross Motor** Children will have developed a range of ball skills. Children will be able to confidently climb and use a range of apparatus. Children will have developed and continue to develop good balance, body strength, good co-ordination and agility. **Fine Motor** Children will be able to use scissors and other small tools, e.g.

Children will know how to correctly form the letters in their name, showing a preference for a dominant hand. Children will use cotton buds and paintbrushes to make marks. Children will develop their muscles manipulating dough and clay during dough disco.	Children will begin to chop food using their knife. Children will use a small hammer and nails with developing precision. Children will know the correct pencil grip and posture for writing, '1234 are my feet flat on the floor? 5678, my chair is in, my back is straight.	Children will begin to practice forming letters using pre-cursive letter formation. Children will be able to mould clay and dough into different shapes. Children will be able to stack and balance blocks carefully. Children will begin to do up their zips.	Children will continue to develop their letter formation. Children will begin to use scissors and draw with increasing precision. Children will be able to thread accurately.	Children will be able to cut along zig-zag lines using two-hole scissors. Children will be able to use small tools e.g. paintbrushes. Children will begin to practice doing up buttons. Children will begin to form upper and lowercase letters correctly some of the time.	paintbrush, with more and more precision. Children will know how to correctly form lowercase and capital letters most of the time. Children will begin to learn the basics of sewing. Children will hold a pencil using a tripod grip most of the time.

Physical Knowledge Progression		
Autumn	**Spring**	**Summer**
Children know… • Core strength helps me to balance and use my limbs independently • I have fingers and thumbs and that they can each work separately • My wrists and fingers need to be strong to manipulate small tools and objects	Children know… • Big muscles need to be strong to support the smaller muscles in my body • Exercise will build my strength and stamina • Which fingers form a pincer grip • Both sides of my body need to work together in a co-ordinated way	Children know… • I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet • Which fingers form a tripod grip • Crossing the midline helps both sides of my brain to connect
Language	core anticlockwise tripod grip isolate forwards alternating straight balance midline vertical wobble backwards muscles strong symmetrical stable sideways co-ordinate stamina large top bottom upper lower small tracking left right across together stretch pose fitness exercise healthy pincer grip repeat mobility practise manipulate physical unhealthy next control	
Gross Motor: 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. **Fine Motor:** 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.		