

## EYFS progression of skills – Physical Development (PE)

	<b>Nursery Autumn</b>	<b>Nursery Spring</b>	<b>Nursery Summer</b>	<b>Reception Autumn</b>	<b>Reception Spring</b>	<b>Reception Summer</b>
<b><u>Negotiating Space</u></b>	To be able to move appropriately around the space  Crawl and climb in, out, over and under obstacles	To find space to play games that need larger areas.  To be able to use the bikes and scooters with confidence	To be able to move more quickly and fluently around outdoor space and confidently avoid obstacles and people.	To be able to move more quickly and fluently around outdoor space and confidently avoid obstacles and people.	Travel with confidence and skill around, under, over and through balancing and climbing equipment.  Experiment with different ways of moving.	Ride bikes, trikes and scooters confidently around complex courses and obstacles with control.
<b><u>Vocabulary</u></b>	Walk, run, jump, hop, skip	Space, game, quickly	Crawl, under, over, safely	travel, obstacle,	weave, follow	Race, chase,
<b><u>Developing Strength, balance and Co-Ordination</u></b>	Go up steps, stairs or climb apparatus using alternate feet.  Grasp and release with two hands to throw and catch a large ball, beanbag or object.	Static and dynamic balance on a range of equipment.  Choose right resources to carry out their plan	Collaborate with others to manage large items  Build using wider variety of heavier loose parts  Can cross the midline	Jump of an object and land appropriately using hands, arms and body to stabilise and balance.  Can cross the midline	Show increasing control over an object in pushing, patting, throwing, catching and kicking it.  Can balance on a wide range of objects with increasing confidence	Developed bilateral integration and has symmetrical movement, reciprocal movement and leading hand and supporting hand.

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	<p>Stand on one leg and hold a pose for games</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>Able to sit on carpet and chairs for increasing amounts of timer using core strength to keep them upright and stable.</p>					
<b><u>Vocabulary</u></b>	Climb, grab	Balance, move,	Carry, streamers, opposite	Land, balance	Control, strength	Balancing, movement
<b><u>Move energetically</u></b>	Develop stamina able to walk longer distances.	Beginning to say in simple terms why we need to be active.	Can skip and hop and is developing strength and confidence when running, jumping and climbing	Chooses to move in a range of ways	Continue to develop stamina	Know and talk about the different factors that support their overall health and wellbeing

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<b><u>Vocabulary</u></b>	Walk, run, skip, move	Jump, climb	Walk, run, skip, move, Jump, climb	Move, jump, run, skip, walk	Physical activity, healthy eating, health	Active, stamina
<b><u>Pencil Grip</u></b>	To be increasingly independent as they get undressed and dressed.	To use one-handed tools and equipment,  Good control when holding pens and pencils.	To show a preference for a dominant hand.  To use static tripod grip.	To be increasingly independent as they get undressed and dressed.	To develop their small motor skills and use a range of tools competently, safely and confidently.  Use the dynamic tripod grip	Develop the foundations of a handwriting style which is fast, accurate and efficient.
<b><u>Vocabulary</u></b>	Buttons, zip,	Cutting, snipping, scissors	Pencil, hold, grip, press	Pattern, hold, firm, gentle	Tripod grip, hold, pencil, control, firm	Practise, pencil control
<b><u>Tools and Fixings</u></b>	To use scissors accurately.  To begin to use cutlery accurately	With supervision use staplers and hole punches safely.  Use masking tape, sellotape, elastic bands and glue.	To begin to use treasury tags.  Use age appropriate hammer and screws – with supervision	To use a range of small tools with accuracy.	To know how to use age appropriate hammer, screws, nails, hand drills, hand vice and saw safely.	To use a range of fixings and explain choices.
<b><u>Vocabulary</u></b>	Scissors, cut, stick, glue, knife, fork	Stapler, staple, hole punch, tape, sellotape, masking tape	Treasury tag, attach, together	Scissors, cutlery, stapler, hole punch, treasury tags, tape	Trowel, drill, saw, vice, split pin, safety equipment	Tape, treasury tags, paper clips, hole punch

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<b><u>Drawing</u></b>	To create closed shapes with continuous lines and begin to use these shapes to represent objects.  Draw with increasing complexity and detail.	Show emotions in their drawings.	Use drawing to represent ideas like movement or loud noises.  Form the first five pre-writing shapes accurately.	Accurately form all of the pre-writing shapes.  Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon	Create different depth of line.	Draw with increasing observation.
<b><u>Vocabulary</u></b>	Draw, shape, pencil, big, small, lines	Happy, sad, emotions	Wavy, straight	Shape, detail	Dark, light, thick, thin	Observe
<b><u>Sculpting</u></b>	To explore the playdoh and begin to use it to make.	To use playdoh and plasticine to sculpt specific ideas.	To use key vocabulary to describe what they have created.	To use playdoh and plasticine to sculpt specific ideas.	To use the correct vocabulary to describe the process	To use the correct vocabulary to describe the process
<b><u>Vocabulary</u></b>	Playdoh, Squash, squeeze, flat, roll	Pull, push, squash, squeeze, twist,	Big, small, colours,	Playdoh, plasticine, clay, roll	Papier Mache, twist, stretch, flatten	Papier Mache, twist, stretch, flatten