



Minimum Expectations for EYFS (Lime Class)			ELG	Links to KS1 Curriculum	
Gross Motor	Can throw rugby balls, javelins, and frisbees	Can throw a ball at a given target	Further develops and refines ball skills Develops confidence, competence, precision and accuracy when engaging in ball activities	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	
	Can catch larger items from a longer distance	Can catch smaller items from a longer distance			
	Can run with a ball	Can dribble in and out of targets			
	Rides a balance bike, occasionally lifting up their feet	Rides a bike with/without stabiliser	Negotiate space and obstacles safely, with consideration for themselves and others.		
	Rides a scooter by pushing with their foot and resting both feet on the scooter				
	Experiments with other ways of riding the scooter board		Progresses towards a more fluent style of moving		
	Can demonstrate different types of balances (h, arabesque)	Can balance using different body parts	Develops the overall body strength, coordination, balance and agility required for future P.E. sessions		Demonstrate strength, balance and coordination when playing.
	Walks along a balance beam	Can balance a ball on a bat	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
	Climbs apparatus, going up forwards, over and coming down backwards				
	Increasingly able to use and remember sequences and patterns of movement, related to music	Remembers sequences and patterns to music without words	Combines different movements with ease and fluency Revises and refines fundamental movement skills		Perform dances using simple movement patterns
Uses large muscle movements to produce diagonal lines	Uses large muscle movements to produce X and triangles		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility		
Uses small muscle movements to produce diagonal lines	Uses small muscle movements to produce X and triangles				

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					and co-ordination, and begin to apply these in a range of activities
	Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet				Handwriting: Sit correctly at a table, holding a pencil comfortably and correctly
	Is able to use a knife and fork	Uses a wide range of equipment that requires the coordination of both hands (with precision)			Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
	Can walk, run, crawl, climb, hop, jump and skip with increasing control				
Fine Motor	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers		Develops small motor skills to use a range of tools competently, safely and confidently	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Design and Technology: Use a range of tools and equipment to perform practical tasks
	Use a comfortable grip with good control Dynamic tripod grasp	Develops control further and is able to replicate patterns, letters and numbers with ease	Develops the foundations of a handwriting style which is fast, efficient and accurate	Use a range of small tools, including scissors, paintbrushes and cutlery.	Handwriting: Sit correctly at a table, holding a pencil comfortably and correctly
	Child recognises their preference for a dominant hand			Begin to show accuracy and care when drawing.	

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Healthy Choices	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Is able to explain the effects of exercise, sleep and reducing screen time	Knows and talks about contributors to health and wellbeing		See Jigsaw PSHE
Independence	Starts taking part in group activities which they make up		Further develops the skills they need to manage the school day successfully		Participate in team games, developing simple tactics for attacking and defending
	Collaborates with others to manage large items appropriately				
	Opens their own straw and pours their own drink/milk	Uses a knife and fork with precision			
	Can get changed with minimal help (buttons)	Puts on gloves and puddle suits independently			
Resources	Large soft balls, small balls, rugby balls, tennis balls, basketballs, footballs, bats, bean bags, javelins, frisbees, bikes, scooters, quoits, benches, ribbons, parachute, soft play, horses, climbing frame dome, climbing frame, skipping ropes, space hoppers, balance boards, scooter boards, stepping stones, seesaw, tyres, red balancing bowl, tunnels, sieve, grater, Duplo and large foam bricks, Sellotape, peeler, hole punch, stapler, sewing, dustpan and brush, sweeping, cleaning, scissors, pencils, large tweezers, paintbrush, hammers, playdough tools/cutters, spoons, shakers, spray bottles, whisks, screwdrivers, pipette, spatula, knife, fork, jugs, measuring cylinders, bingo dabbers, nuts and bolts, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, shape sorters, water syphon, Lego, peel stickers, sewing needles			Confidently and safely uses a range of large and small apparatus	

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