



	Minimum Expectations for nursery (Bunnies)			Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum			
Gross Motor	Can throw a large ball with both hands	Can throw a small ball with one hand	Can throw a ball or bean bag underarm or overarm	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	<ul style="list-style-type: none"> 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. 	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			
	Catches a large ball from a short distance	Catches a small ball or bean bag from a short distance		Can catch larger items from a longer distance	Can catch smaller items from a longer distance						
	Can kick a large ball in a straight line	Can kick a large ball at an intended target	Can walk with a ball	Can run with a ball	Can dribble in and out of targets						
	Rides a trike independently	Rides a balance bike, moving their legs alternately	Rides a balance bike, occasionally lifting up their feet		Rides a bike with/without stabiliser	Progresses towards a more fluent style of moving Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions Combines different movements with ease and fluency Revises and refines fundamental movement skills					
	Rides a scooter independently, moving one leg backwards and forwards. Sits on a scooter board and pushes themselves along			Rides a scooter by pushing with their foot and resting both feet on the scooter Experiments with other ways of riding the scooter board							
	Skip, hop, stand on one leg and hold a pose			Can demonstrate different types of balances (h, arabesque)	Can balance using different body parts						
	Balances a quoit on their head		Walks along a bench independently	Walks along a balance beam	Can balance a ball on a bat						
	Go up steps and stairs independently	Go up steps and stairs, or climb up apparatus, using alternate feet		Climbs apparatus, going up forwards, over and coming down backwards							
	Remembers sequences and patterns for simple nursery rhymes	Remembers sequences and patterns for more complex nursery rhymes	Increasingly able to use and remember sequences and patterns of movement, related to music		Remembers sequences and patterns to music without words						
	Uses large-muscle movements to produce vertical and horizontal lines	Uses large-muscle movements to produce circles and +	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce X and triangles						
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	Children are encouraged to sit on the carpet and at the table			Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet							
	Is able to hold onto a parachute	Is able to use a rolling pin	Start to eat independently, learning to use a knife and fork	Is able to use a knife and fork	Uses a wide range of equipment that requires the co-ordination of both hands (with precision)						
	Can walk, run, crawl and climb when directed	Can walk, run, crawl and climb independently	Match their developing physical skills to tasks and activities	Can walk, run, crawl, climb, hop, jump and skip with increasing control							
	Fine Motor	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		Uses one-handed tools and equipment	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	<ul style="list-style-type: none"> 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, 	Design and Technology: Use a range of tools and equipment to perform practical tasks
		Palmer grasp	Static tripod/quadrupod grasp	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		Handwriting: Sit correctly at a table, holding a pencil comfortably and correctly

New Close Primary School EYFS

Physical Development progression of knowledge and skills



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	No hand dominance	Beginning to show strength in a particular hand	Child recognises their preference for a dominant hand			paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	
Healthy	Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise		Makes 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 PE
Independence	Starts taking part in adult led group activities	Starts taking part in child-initiated group activities	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 (with adult guidance)	Collaborates with others to manage large items	Collaborates with others to manage large items appropriately				
	Uses a spoon, fork and knife (to spread) independently	Peels their own fruit and pierces their own milk carton	Starts to eat independently, learning to use a knife and fork	Opens their own straw and pours their own drink/milk	Uses a knife and fork with precision		
	Can put their own shoes, socks, hats and mittens on	Can put their own aprons on and pull clothing up and down for the toilet	Put their coat on by themselves and zip it up	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	