



Progression of skills map for:Physical Development
2022-2023

	YE - Birth to 3	Nursery / Pre-school Birth to Three / 3-4yrs	Reception Year
Intent	<ul style="list-style-type: none"> • Fit themselves into spaces like tunnels, dens and large boxes and move around in them. • Build independently with a range of resources • Develop manipulation and control with tools such as spring scissors/large threading • Learn to use the toilet with help then independently • Use a spoon independently with little spillage • Use large and small skills to do things independently, for example putting own coat on 	<ul style="list-style-type: none"> • Ride a trike and a scooter • Put on and fasten my coat • Show growing independence in my self-care including toileting, oral hygiene, washing my hands and healthy choices. • Work with my friends and negotiate our roles to play games and build structures together • Hold mark making and craft tools comfortably, showing a preference for my dominant hand. 	<ul style="list-style-type: none"> • Use cutlery with confidence. • Hold a pencil effectively. • Ride a two wheeled bike. • Catch a ball with two hands • To know and talk about their health, such as tooth brushing, healthy eating and physical activity.

Implementation

- Provide an interesting setting environment that sparks curiosity and physical risk taking. Suggestions: Provide different levels to climb and balance on. Different sized crates/boxes/materials to build imaginatively their own dens.
- Provide a wide range of open ended resources with which children can build/balance. Displaying them in an open way where access is free and children can choose their own resources.
- Offer outdoor play every day during continuous provision. Include lots of opportunities for children to move freely and explore their surroundings like a slope, puddles or sandpit. Suggestions: using large moveable resources like hollow blocks, swinging on monkey bars/tyres, climbing walls, crawling into tunnels and dens. Consider going to suitable local facilities.
- Provide different types of paper for children to tear, make marks on and print on.
- Provide opportunity for large scale threading indoors and outside. Suggestion: threading leaves on sticks. Pasta strands/cheerios on string, shoe laces and large buttons
- Notice when young children are ready to begin toilet training and gently support the process with parents. Look for signs they are ready such as: they now they

- Offer outdoor play every session encouraging children to become more confident, competent and adaptive movers. Suggestion: model the vocabulary of movement - 'gallop', 'lead', 'copy', and encourage children to use it. Offer a wide range of sizes in trikes and scooters.
- Encourage children by helping them but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reducing help until the child can do each step their own.
- Support oral health by daily group tooth brushing in session, supporting the children and talking about the importance of eating healthily and brushing their teeth.
- Talk about and role model hand washing.
- Role model asking for help to move and transport large equipment and materials. Explain why safety is an important factor in handling equipment. Provide large materials for the children to explore constructively with. Suggestion: planks, tyres, crates, pipes, guttering, hollow blocks.
- You can begin by showing children how to use one handed tools (scissors and hammers) and then guide them with hand over hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.
- Offer different thickness of mark making tools starting large and working smaller.
- Model and encourage the tripod grip.
- Have weekly squiggle while you wiggle time for dedicated skills practise.-

- Continuously check how children are holding cutlery and pencils. Offer regular, gentle encouragement and feedback. Offer regular practise and modelling.
- Offer children activities to develop and further refine their fine motor skills. Suggestions: threading, pouring, squiggle wiggle time, pipettes and small construction kits.
- Have dedicated weekly skills practise for gross motor skills indoors and outdoors.
- Provide different sizes of balls and objects to catch, balloons, feathers, beanbags.
- Provide a range of wheeled resources for children to balance, sit or ride on, or push and pull. Two wheeled balance bikes and pedalled bikes without stabilisers, skateboard, wheelbarrows, prams and carts are all good options.
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Talk with children about exercise, healthy eating and the importance of sleep.
- Have daily tooth brushing session.
- Provide and talk about healthy snacks.

have a wet/dirty nappy, they show they need to wee by fidgeting or going somewhere quiet or hidden.

- Provide children with plenty of opportunities to feed themselves. At meal and snack times encourage children to try a range of foods as they become more independent eaters using utensils to eat rather than fingers.
- Encourage children to dress and undress independently. Be patient, do not rush and take time to talk about what they are doing and why: "It's a bit cold and wet today - what do we need to keep warm and dry?"

<p>Impact</p>	<ul style="list-style-type: none"> • I know how to climb unaided and stop when I don't feel safe. • I know how to move freely and explore my surroundings balancing on slopes, swinging on tyres/monkey bars and fitting myself into dens and small spaces. • I am confident to take physical risks • I know how to use simple tools for a purpose, example snip with spring scissors. • I can let familiar adults know I need the toilet and may even start to take myself. • I am confident to try new food textures and can use utensils such as a spoon independently. • I know how to select my own coat from the coat peg area and begin to put it on independently. 	<ul style="list-style-type: none"> • I know how to ride a trike. • I know how to ride a scooter • I know how to put on my coat • I know how to my fasten my coat • I am showing growing independence in toileting. • I am showing growing independence in brushing my teeth. • I am showing growing independence in washing my hands. • I am starting to make healthy choices. • I am starting to exchange ideas with my friends. • I am starting to work with my friends to play games and build structures together. • I know how to hold mark making tools with a tripod grip. • I am showing a preference for my dominant hand. 	<ul style="list-style-type: none"> • I know how to use cutlery with safety and confidence. • I know how to hold a pencil effectively. • I know how to ride a two wheeled balanced bike. • I know how to ride a two wheel bike with stabilisers • I know how to ride a two wheeled bike without stabilisers. • I know how to catch a ball with two hands
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