**PD Progression Map**

 **Lockington CE VC Primary School**  

Blue objectives are for 3 and 4 year olds, black objectives are for children in Reception.

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|  | Autumn Term | Spring Term | Summer Term |
| Gross Motor Skills | Continue to develop their movement, balancing, riding scooters, bikes and trikes and developing ball skills.  Go up steps and stairs or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting, decide if they want to run, crawl or walk across a plank depending on its length and width.  Revise and refine the fundamental movement skills they have already acquired:   * Rolling * Crawling * Walking * Jumping * Running * Hopping * Skipping * Climbing   Continue to develop their movement, balancing, riding scooters, bikes and trikes and developing ball skills.  Progress towards a more fluent style of moving, with developing control and grace.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Uses large construction to build. | Continue to develop their movement, balancing, riding scooters, bikes and trikes and developing ball skills.  Go up steps and stairs or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting, decide if they want to run, crawl or walk across a plank depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Revise and refine the fundamental movement skills they have already acquired:   * Rolling * Crawling * Walking * Jumping * Running * Hopping * Skipping * Climbing   Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and gymnastics.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Progress towards a more fluent style of moving, with developing control and grace.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.  Able to balance on and off equipment.  Can jump safely from a piece of equipment. | Continue to develop their movement, balancing, riding scooters, bikes and trikes and developing ball skills.  Go up steps and stairs or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting, decide if they want to run, crawl or walk across a plank depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Negotiate space and obstacles safely and with consideration for themselves and others.  **ELG Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  **ELG Gross Motor Skills**  Demonstrate strength, balance and coordination when playing.  **ELG Gross Motor Skills**  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Fine Motor Skills | Use one-handed tools and equipment, for example making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learn how to use a knife and fork.  Show a preference for a dominant hand.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.  Hold a pencil effectively in preparation for fluent writing. Attempts to use a tripod grip with some consistency.  Often chooses to draw, representing recognisable objects or shapes in work.  Use scissors to cut along curved lines, holding scissors in the correct position.  Is able to mould and shape clay with fingers and tools. | Use one-handed tools and equipment, for example making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learn how to use a knife and fork.  Show a preference for a dominant hand.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.  Develop the foundations of a hand writing style which is fast, accurate and efficient.  Holds a pencil in a tripod grip.  Uses scissors to cut around more complex shapes, e.g. split pin characters.  Has developed dexterity for threading small items and manipulating small objects. | Use one-handed tools and equipment, for example making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learn how to use a knife and fork.  Show a preference for a dominant hand.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.  Develop the foundations of a hand writing style which is fast, accurate and efficient.  Holds a pencil in a tripod grip.  Begin to show accuracy and care when drawing.  Uses scissors to cut around more complex shapes, e.g. split pin characters.  Develop dexterity for threading small items and manipulating small objects.  **ELG Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  **ELG Fine Motor Skills**  Use a range of small tools, including scissors, paintbrushes and cutlery.  **ELG Fine Motor Skills**  Begin to show accuracy and care when drawing |
| Health and Self=Care | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.  Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and tooth brushing.  To be able to talk about the effects of eating healthy foods including our fruit at snack time. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  Further develop the skills they needs to manage the school day successfully:   * Lining up and queuing * Mealtimes * Personal; hygiene   Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and tooth brushing.  To be able to talk about the effects of eating healthy foods including our fruit at snack time.  Know and talk about the different factors that support their overall health and wellbeing:   * Regular physical activity * Healthy heating * Tooth brushing * Sensible amounts of ‘screen time’ * Having a good sleep routine * Being a safe pedestrian | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  Further develop the skills they needs to manage the school day successfully:   * Lining up and queuing * Mealtimes * Personal; hygiene   Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and tooth brushing.  To be able to talk about the effects of eating healthy foods including our fruit at snack time.  Know and talk about the different factors that support their overall health and wellbeing:   * Regular physical activity * Healthy heating * Tooth brushing * Sensible amounts of ‘screen time’ * Having a good sleep routine * Being a safe pedestrian   **No ELG relating to Health and Self-Care** |