



Physical Development

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Start to gain control of their large body movements. - Walk, run and jump with increasing independence. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Explore mark making and putting meaning to marks they make. - Explore opening and shutting scissors. - Begin to explore and manipulate malleable materials. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Making large scale movements – jumping, running, dancing, climbing. - Being able to balance on a bike or scooter. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Being able to control a pen or pencil when drawing. - Being able to use a one-handed tool confidently. - Use scissors to make snips in paper. 	<p>Gross Motor Skills</p> <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. <p>Fine motor skills</p> <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, paint brushes and cutlery. - Begin to show accuracy and care when drawing.

Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.

Below we have also outlined a wider progression of skills that we will support the children to achieve during their time in our Early Years Class.

Pre-nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Using stairs going one step at a time.</p> <p>Build independence in the outdoor area and using resources.</p> <p>Can listen to safety rules for outside.</p>	<p>Starting to use steps independently when holding a rail or wall.</p> <p>Can answer simple questions about staying safe outside.</p>	<p>Using steps using alternate feet with the support of an adult.</p> <p>Can carry larger objects (such as blocks) short distances.</p> <p>Can tell you a few safety rules for outside.</p>	<p>Go up stairs or steps using alternate feet,</p> <p>Collaborate with others to manage large items that are too big for one person.</p> <p>Can discuss safety outside.</p>	<p>Using the large outdoor apparatus with increasing confidence.</p> <p>Can show how to be safe outside.</p>	<p>Confidently use a range of small and large obstacles or equipment.</p> <p>Can discuss how to stay safe outside.</p>	<p>Negotiate space and obstacles with safely.</p> <p>Can suggest their own reasons for safety rules outside.</p>
<p>Start to gain more control over the big movements their body makes.</p> <p>Explore fitting themselves into spaces such as dens and large boxes.</p> <p>Walk, run, jump, and climb with increasing independence.</p>	<p>Add skipping, dancing, climbing and standing on one leg to their range of movements.</p>	<p>Explore using their bodies in different ways.</p>	<p>Use large body movements to achieve a goal – e.g., moving a ribbon in a certain way, making big chalk marks on playgrounds.</p>	<p>Strengthening and improving their rolling, walking, crawling, jumping, running, skipping and climbing.</p>	<p>Build core muscles strength.</p> <p>Moving with more fluency.</p>	<p>Moving with purpose and showing strength, coordination and balance.</p> <p>Show different movement styles – dancing, running, jumping, skipping. Changing speed, direction, fluidity quickly.</p>
<p>Sit on a wheeled push along toy.</p> <p>Begin to use a tricycle, pushing along with their feet.</p>	<p>Start to use scooters.</p> <p>Begin using pedals on tricycle, sometimes going</p>	<p>Moving forward pedalling on tricycles and beginning to balance on a balance bike.</p>	<p>Can use balance bikes and pedal on trikes.</p>	<p>Increase their speed and confidence on a range of wheeled toys.</p>	<p>Begin to show good control with bikes, changing speed and direction.</p>	<p>Can pedal bikes, with stabilisers if needed.</p>

	backwards.					
<p>Explore a range of mark making tools and beginning to manipulate and control these.</p> <p>Using a palmar grip.</p>	Beginning to use the digital pronate grip.	Showing a preference for a dominant hand	<p>Using a comfortable grip with good control.</p> <p>Beginning to attempt a tripod grip with support.</p>	<p>Start to show more control with their pencil movements.</p> <p>Developing their pencil grip and starting to show control within a tripod grip.</p>	<p>Using their strengthened core muscles to achieve a good posture.</p>	<p>Hold pencil in an effective tripod grip (in almost all cases) and show good control.</p> <p>Have good posture at the table to write.</p> <p>Form letters accurately.</p>
Hold scissors in both hands and explore opening and shutting.	Begin to show independence with a fork, starting to use a knife with support.	Using a knife and fork to cut soft foods up, needing support with tougher foods.	<p>Use one handed tools and equipment.</p> <p>Start to use a knife and fork independently.</p> <p>Make snips in paper with scissors.</p>	Holding scissors correctly and cut along lines.	<p>Use a range of tools.</p> <p>Use scissors to cut multiple lines by turning the piece of paper.</p>	<p>Using a range of small tools safely and competently.</p> <p>Use scissors to cut a range of shapes.</p>
<p>Develop manipulation and control.</p> <p>Begin to show interest in mark making and giving meaning to the marks they make.</p>	Start to add detail to their drawings.	Can explain what they have drawn and point to different parts of their pictures.	Draw with increasing complexity and detail.	Can explain what they are drawing.	Developing good drawing techniques and can talk about them.	Accuracy and care when drawing, give detailed explanations about what they have drawn.