




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Physical Development Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/skills that our children develop through during their time in the early years.

	Reception		
Fine Motor 	Snips paper moving forward. Cuts in a straight line. Thread smaller beads. Use tools to manipulate malleable materials. Use a pencil with developing control to form recognisable letters and letter shapes.	Uses tools (scissors, paintbrushes, pencils, cutlery) safely and with good control. Manipulate materials with control to achieve a desired effect. Hold a pencil effectively and use it to form letters correctly. Uses scissors to cut a curved line and shapes.	<u>Assessment - ELG: Fine Motor</u> 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.




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Physical Development Progress Model for Knowledge and Skills

		Develop control using a knife and fork. Can fasten buttons and zips.	
Gross Motor Skills 	Walk along a line with hands and arms in a variety of positions. Walk along a bench safely. Walk on tip toes keeping feet on a straight line. Run forwards with control and pace. Change direction when moving. Begin to move at different speeds.	Walk backwards and sideways with control. Walk on tip toes in different ways- forward, backwards, sideways, in crouch etc. Walk heel to toe along a curved line showing flexibility in the foot. Move at different speeds appropriately.	<u>Assessment - ELG: Gross Motor</u> 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.



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	<p>Move in a straight line in different ways at different speeds.</p> <p>Jump forwards (2 feet to 2 feet).</p> <p>Bend legs when landing.</p> <p>Hop on the spot.</p> <p>Stand on 1 leg for 3 seconds.</p> <p>Skip forwards.</p> <p>Can balance using different body parts.</p> <p>Balance a bean bag on head whilst moving in a straight line.</p>	<p>Change direction when moving with speed and agility.</p> <p>Keep head and trunk stable when moving consistently.</p> <p>Perform multiple jumps in a row</p> <p>Bend legs and consistently land on 2 feet with control.</p> <p>Hop on the spot with either leg.</p> <p>Hop forwards and land on 1 leg with control.</p> <p>Stand on either leg for 30 seconds.</p>	
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Physical Development Progress Model for Knowledge and Skills

	<p>Turn with a bean bag on their head. Hold a ball with 1 hand in a variety of positions.</p> <p>Throw a ball/ balloon to myself and catch it.</p> <p>Throw a ball or beanbag one handed underarm or overarm.</p> <p>Catches a small ball or beanbag from a short distance or larger items from a longer distance.</p> <p>Move a ball along the floor with feet.</p> <p>Carry a ball along a track at speed.</p> <p>Use equipment to move a ball.</p>	<p>Skip forwards with alternate arms and legs.</p> <p>Hold balances still with tension for at least 5 seconds.</p> <p>Walk forward on a bench balancing a bean bag on head.</p> <p>Complete obstacle courses with an object balanced on head.</p> <p>Walk backwards with a bean bag on their head.</p> <p>Balance a cone on head whilst moving. Balance a cone upside down on head.</p>	
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Physical Development Progress Model for Knowledge and Skills

	<p>Kick a large ball at an intended target.</p> <p>Rides a balance bike moving their legs alternately.</p> <p>Rides a scooter independently.</p> <p>Beginning to use the pedals to move the bike forwards or backwards</p>	<p>Throw at a given target with accuracy.</p> <p>Catch smaller items from a longer distance.</p> <p>Attempt to catch a ball with 1 hand (non-dominant).</p> <p>Can walk with a ball (dribble).</p> <p>Stop a moving ball using their foot.</p> <p>Use equipment to move a ball at speed. Keeping control consistently.</p>	
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Physical Development Progress Model for Knowledge and Skills

		<p>Develop confidence, competence, precision and accuracy when engaging in ball activities. Rides a balance bike lifting up their feet.</p> <p>Begin to ride a bike without a stabiliser.</p> <p>Develops the overall body strength coordination balance and agility required for future PE.</p>	
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Reception

- Weekly PE sessions focusing on different movements including balance, throwing, catching, kicking, coordination
- Take Ten - Everyday after phonics the children go on a walk/ run around the playground.
- Free-flow play including regular and prolonged access to outdoor areas



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Physical Development Progress Model for Knowledge and Skills

- Staffordshire PSHE sessions focusing on 'Healthy and Healthy Me' developing understanding of healthy food, physical exercise, sleep, body parts and movement
- Different cars, bikes, scooters and balance bikes are accessible daily to support Gross Motor Skills, pushing, moving, balance, coordination, turn taking and sharing.
- Outside equipment accessible daily to support Gross Motor Skills - pulling, pushing, balance, running, climbing, coordination
- Writing/mark making materials available within continuous provision
- Physical equipment such as balance beams, stepping stones, bats, balls, bean bags, scoops, cones etc - all available as part of outdoor continuous provision
- Toilets accessible for independent use - visuals to aid washing hands etc
- Consistent routine with visual timetable to support children's understanding,
- Daily snack time, focussing on promoting healthy eating, drinking and relationships with staff and peers

Classroom Provision

- Construction area inside and outside with different materials and different tools
- Small world area enhanced regularly with materials to act out scenes
- Fine motor and malleable materials such as play dough, enhanced regularly to increase the manipulative tools
- Painting accessible throughout the week for the children so that children can learn to colour mix and work on their painting skills.
- Craft (EAD) table stocked with a range of materials including glue, tape, scissors and mark making materials.
- Writing area - stocked with materials to use for drawing and writing



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Physical Development Progress Model for Knowledge and Skills

- Sand and water trays to use fine motor skills, pouring and transferring

Additional provision for children identified as 'not on track'

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Intervention sessions for identified children.
- Intervention for FMS as required.
- Visual supports used to aid understanding for SEND pupils.
- Fine motor intervention for targeted children.