Lemington Riverside Primary School

Physical Development Progress Model for Knowledge and Skills

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|  | Minimum Expectations for Nursery | | | | Minimum expectations for Reception | | | | | Links to KS1 curriculum |
| Dressing | Take off own coat.  Pull down pants to use toilet. | | Put on shoes without fastening  (may be wrong  foot)  Pull zips up and down, but may need help to insert or separate zip. | | Put/take own T-Shirt and jumper on/off independently but may be back to front.  Pull up garments on independently. | | | Put on socks and shoes correctly.  Fasten zip independently. | Dress and undress independently but may still need help with small buttons and laces.  Clothing may still be put on back-to front on occasion. | Fasten small buttons.  Tie own shoelaces. |
| Riding a bike | Uses feet to scoot a balance bike. | ‘Walks’ a balance bike. | | Maintains balance while manoeuvring around corners. | Stops a bike effectively using brakes.  Pedals and maintains balance for a few feet down a slight incline. | | | Pedals and maintains balance for a few feet on a flat surface. | Pedals and maintains balance while manoeuvring around obstacles. | Brakes at a specific point with control  Follows at a sensible distance  behind another rider.  Controls speed in a group.  Follows a path set by another rider. |
| Ball Skills | Begins to throw ball. | | Throws ball underhand/overhand. | | | Hits 2ft target with a small ball using underhand toss. | | Usually hits a target from 12ft away using an overhand toss | | Throws with accuracy. |
| Pencil grip | Uses a palmer grip – holds pencil in a whole fist.  Uses a comfortable grip with good control when holding pens and pencils. | | Uses a digital Pronate Grip- all finger are holding the pencil and the hand is facing down. | | Uses a splayed 4-finger grip – holding the pencil with all 4 tips of their fingers and thumb. | | Uses a basic tri-pod grip – the child has some control whilst using the pencil.  Uses a comfortable grip with good control when holding pens and pencils.  Shows a preference for a dominant hand. | Develops the foundations of a handwriting style, which is fast, accurate and efficient. | Uses a basic tri-pod grip – using it correctly and with control. | Uses a mature/ dynamic tripod grip - holding the pencil between the thumb and index finger with pencil supported on the middle finger. |
| Scissors control | Uses one-handed tools and equipment, for example, making snips in paper with scissors.  Uses beginner scissors. | | Moves the scissors along the paper as they cut.  Uses scissors so an adult can help them. | | Cuts to the end of a piece of paper.  Uses scissors without help of an adult. | | | Cuts out an object.  Independent scissors. | Uses scissors competently, safely and confidently. | Becomes proficient in art, craft and design techniques. |