



Monks Copenhall Academy

Physical Development

Progress Model for Knowledge and Skills

Pre-requisite Skills for PE

This progress model is used in conjunction with the progression of skills used for KS1 and KS2.

	Expectations for 2-3 Year Olds	Expectations for Pre-School	Expectations for Reception		ELG
Gross Motor	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Continue to develop movement, balancing, riding (scooters, trikes and bikes)	Agility and Spatial Awareness – directions, movement & finding space		<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
	Enjoy starting to kick, throw and catch large balls.	Continue to develop ball skills.	Sending & Receiving – throwing, bouncing, rolling, pushing, bowling and striking	Co-ordination – hand eye & foot co-ordination	
	Build independently with a range of appropriate resources	Collaborate with others to manage large items	Travelling & shapes – creative movement, travelling individually/ with others		
	Skip, hop, stand on one leg and hold a pose for a game like musical statues.		Balance – different types of balances, group work & individual		
	Walk, run, jump and climb – and start to use the stairs independently.	Go up steps and stairs, or climb up apparatus, using alternate feet.	Jumping – jumping & landing		
	Use large-muscle movements to wave flags and streamers, paint and make marks.				

Fine Motor	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	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.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	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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Independence (Managing Self)	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Eg, knives, forks and spoons	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Start eating independently and learning how to use a knife and fork.		Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	