Early Years Foundation Stage Physical Development	
Area of Learning:	**Aspects of Learning:**
Physical Development	Gross Motor Fine Motor
Intent *Provide rich, varied and engaging opportunities for movement and physical exploration so that every child develops strength, coordination, independence and a positive attitude towards an active, healthy lifestyle.*	

Curriculum intent for Physical Development:

- Move confidently and safely in a range of ways, including running, jumping, balancing and climbing.
- Develop strong gross motor skills through active play, outdoor learning and physical challenges.
- Refine fine motor skills to support mark-making, drawing, writing and self-care tasks.
- Use tools and equipment with increasing control, coordination and care.
- Show special awareness control of their body in different environments.
- Build stamina, strength and coordination through regular movement opportunities.
- Take appropriate risks and develop confidence in physical challenges.

Created by Louise Cheetham (Early Years Team Leader) with reference to Mary Sheridan: From Birth to Five Years: Children's Developmental Progress (2014), DfE: EYFS Statutory Framework (2025), DfE: Development Matters (2023) and Early Years Coalition: Birth to 5 Matters (2021).

Child Development Progression Map: Gross Motor						
0-6months *Children will: develop control of their head and upper body, push up on their arms, roll over and reach for and grasp objects.*						
1 month	**2 months**	**3 months**	**4 months**	**5 months**	**6 months**	**End of Stage**
*Moves arms and legs in random, jerky motions. *Turns head from side to side when lying on back. *Lifts head briefly when placed on tummy.	*Holds head up momentarily during tummy time. *Makes smoother movements with arms and legs. *Begins to push up on forearms when on tummy.	*Holds head up steadier when supported upright. *Pushes up on forearms during tummy time. *Kicks legs more purposefully. *May begin to roll from tummy to back (emerging).	*Holds head steady with little support. *Rolls from tummy to back more consistently. *Pushes up on elbows/forearms during tummy time. *Brings hands to mouth and feet.	*Rolls from back to tummy (often later than tummy-to-back). *Pushes up on arms with straight elbows during tummy time. *Begins to sit with support. *Rocks on tummy, kicking legs and waving arms.	*Rolls both ways (tummy to back and back to tummy) or starts to attempt. *Begins to tripod sit (sitting while leaning on hands). *Bears some weight on legs when held standing. *Reaches with both arms while lying on tummy.	*Holds head steadily in more positions- less wobble, more control when supported or on tummy. *Begins to sit with support. *Begins 'tummy time mobility' – pushing through arms, pivoting.
6-12months *Children will: sit without support, crawl or scoot, pull themselves up to stand and begin cruising along furniture.*						
7 months	**8 months**	**9 months**	**10 months**	**11 months**	**12 months**	**End of Stage**
*Sits independently with good balance. *May start to commando crawl (pulling body along with arms). *Rocks back and forth on hands and knees. *Bears more weight through legs when supported.	*Moves from sitting to crawling position. *Crawls on hands and knees. *Pulls to stand using furniture. *Begins to cruise (side-stepping while holding furniture).	*Sits confidently, reaching for toys without losing balance. *Crawls with coordination (may also scoot or shuffle). *Cruises more steadily along furniture. *Stands briefly while holding on.	*Lowers self to sit from standing with control. *Stands while holding furniture with one hand. *May stand briefly without support. *Begins pushing toys or furniture to walk along.	*Pulls to stand and sits back down with ease. *Cruises easily around furniture. *Stands alone for a few seconds. *May take first independent steps.	*Crawls confidently. *Pulls to stand. *Cruises along furniture. *May take 1 or 2 steps independently.	*Move into sitting position without help. *Pull themselves up to stand. *Takes steps (with support) or walks with one hand. *Crawls or uses some alternative form of mobility.

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12-18months *Children will: walk independently, begin climbing onto low furniture, pull and push toys while walking and start to squat and recover to stand.*						
13 months	**14 months**	**15 months**	**16 months**	**17 months**	**18 months**	**End of Stage**
*Stands alone for longer periods. *Squats with support. *May take first independent steps.	*May walk independently with wide stance and hands out for balance. *Crawls or climbs onto low furniture. *Stoops to pick up objects and returns to standing. *Bounces in standing when excited.	*Walks more steadily, arms begin to lower. *Pushes or pulls toys while walking. *Crawls upstairs, may attempt to walk up with help. *Begins to climb onto and off low furniture independently.	*Walks with improved balance, fewer falls. *Begins to run stiffly (not yet coordinated). *Enjoys climbing (stairs, furniture, playground). *Squats to play and stands back up without support.	*Walks backwards a few steps. *Begins to walk upstairs with hand held. *Climbs onto furniture and may try to get down feet first. *Pushes ride on toys with feet.	*Walks quickly, more stable. *Begins to walk downstairs with hand held. *Runs with better balance (still falls sometimes). *Can throw a ball forward.	*Walks independently with control. *Can run, although unsteady. *Squats to pick up a toy, then resumes standing. *Pulls toys while walking.
18-24months *Children will: run more confidently, climb stairs with support, kick and throw balls and begin to pedal ride on toys while improving balance.*						
19 months	**20 months**	**21 months**	**22 months**	**23 months**	**24 months**	**End of Stage**
*Walks up steps with hand held, two feet per step. *Pulls toys behind while walking. *Climbs into a small chair independently. *Squats and stands back up easily.	*Runs more confidently, fewer falls. *Can step on/off low surfaces without falling. *Walks carrying toys without losing balance.	*Walks sideways and backwards with control. *Begins to balance briefly on one foot with support. *Climbs onto furniture to reach desired objects. *Attempts to jump with both feet *emerging skill).	*Walks upstairs with hand held, placing two feet on each step. *Begins to walk downstairs with support. *Runs with more coordination. *Enjoys climbing frames or playground equipment.	*Walks up and down stairs holding railing, two feet per step. *Begins to jump in place with two feet together. *Can kick a stationary ball with better aim.	*Runs well with fewer falls. *Jumps off low step with both feet. *Throws a ball overhead. *Climbs confidently and safely.	*Walks and runs well- more stable gait and fewer falls. *Kicks a ball and can throw overhand. *Demonstrates more control in movements. *Stands on tiptoes and attempts more daring movements.

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2-3years *Children will: run and jump with increasing control, kick and throw balls with more accuracy and begin to pedal tricycles.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Walks more steadily with fewer falls. *Climbs on low furniture/soft play independently. *Begins to run small distances (may still fall or stumble). *Squats to play and stands up without help.	*Walks backwards and sideways. *Begins to balance briefly on one foot with help. *Turns corners while running. *Starts to avoid obstacles when moving.	*Climbs stairs with one foot per step (with support). *Jumps off low step with two feet. *Jumps in place (feet may not fully leave ground). *Pulls self-up onto climbing structures.	*Runs with more control and can slow/stop. *Starts to kick a stationary ball. *Begins to catch a large ball with two hands. *Throws ball underhand with aim.	*Climbs ladders and slides with confidence and growing awareness of body strength. *Walks on tip toes or heels briefly. *Starts to pedal a trike or ride-on toy. *Can change speed or direction with intention.	*Runs and stops with control. *Jumps forward with two feet. *Begins to move in and out of group play spaces. *Combines actions (e.g. climb, then jump, run then kick).	*Balances on one foot for about 2 – 3 seconds. *Jumps forward some distance (two feet take-off and landing). *Runs with good coordination, can stop/start without losing balance whilst avoiding obstacles. *Pedals a tricycle. *Jumps off a step with both feet together.
3 – 4 years *Children will: run, jump and climb confidently, balance on one foot briefly and begin to ride tricycles and navigate playground equipment.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Runs smoothly with improved balance. *Walks upstairs independently, one foot per step. *Begins to walk downstairs with support. *Stands on one foot for a few seconds.	*Jumps forward with both feet. *Begins to hop on one foot (may switch feet). *Starts to jump over small obstacles. *Can land on two feet with some control.	*Throws ball overhead with direction. *Catches large ball with arms and body. *Rolls and bounces balls with increasing aim. Begins to thrown with one hand.	*Climbs confidently onto play structures. *Pedals tricycles or ride-on-toys smoothly. *Begins to balance on a scooter or two-wheeled toy. *Combines climbing and balancing in play.	*Adjusts speed, direction and movement with awareness of others. *Can avoid obstacles when running or biking. *Moves with control during group games. *Begins to coordinate body in time with music or instruction.	*Combines multiple movements fluidly (e.g. run-stop-jump) *Moves through an obstacle course independently. *Shows persistence in physical challenges. *Begins to evaluate and adjust own movements.	*Runs, jumps and climbs well with co-ordination. *Hops on one foot (often several hops in a row). *Walks along a line, sometimes balancing heel to toe. *Runs around obstacles, can change direction and stop/start more smoothly. *Uses playground equipment with more skill: climbing, sliding, balancing.

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GROSS MOTOR: Progression of Knowledge and Skills **4 – 5 years** *Children will: run, jump and climb with coordination, balance on one foot for several seconds and begin to skip and hop.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Maintains balance while standing still or holding a position. *Stands on one foot for 5+ seconds. *Sits upright at a table without slumping. *Moves with improved posture and coordination.	*Runs with control, avoiding obstacles or peers. *Changes direction quickly and safely. *Stops and starts on command. *Explores different speeds and pathways.	*Jumps over obstacles with both feet together. *Hops confidently on one foot several times. *Begins to skip with rhythm (step-hop-pattern). *Combines hopping, jumping, and running in fluid movement.	*Throws with control using both overhand and underhand. *Catches medium-sized ball with hands (not against body). *Kicks a ball with direction and power. *Begins to show cooperative ball play (e.g. partner throwing/catching).	*Climbs confidently on high play structures. *Travels across beams, stepping stones or uneven surfaces. *Shows upper and lower body coordination (e.g. monkey bars). *Demonstrates safe risk-taking during physical play.	*Follows rules in group games (e.g. waiting, taking turns). *Participates in team movement activities. *Sequences movements with increasing control (e.g. jump-spin-run). *Plans and executes own movement ideas.	*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.

Child Development Progression: Fine Motor						
0-6months *Children will: open and close their hands, swipe and bat at objects, bring hands and toys to mouth and gradually start to reach and grasp.*						
1 month	**2 months**	**3 months**	**4 months**	**5 months**	**6 months**	**End of Stage**
*Hands are mostly fisted with a strong palmar grasp reflex. *Briefly holds finger or object placed in palm. *Has random, jerky arm movements.	*Hands begin to open more often. *May unintentionally swipe at nearby objects. *Starts bringing hands closer to midline. *Can briefly hold a rattle when placed in hands.	*Watches hands and begins to explore them. *Brings hands together at midline. *Starts to bat at dangling toys. *Improved visual tracking helps guide reaching.	*Grasps objects placed in hand more deliberately (still not purposeful reaching). *Beings hands to mouth frequently. *Begins to shake or move objects briefly. *Starts reaching toward toys with both hands together.	*Reaches out with intent to grasp objects (early voluntary reach). *Holds and shakes a rattle for longer. *Brings toys to mouth with greater control. *Starts transferring objects between hands (emerging skill).	*Reaches with one hand to grasp an object. *Transfers objects from one hand to the other. *Explores objects by mouthing, shaking, and banging. *Begins early raking motion for small items (using whole hand/fingers).	*Purposeful reaching begins. *Can grasp hands with one or both hands. *Brings objects to mouth and explores by mouthing/shaking. *Transfers objects between hands. *Starts raking at smaller objects.
6-12months *Children will: reach and grasp objects more accurately, transfer items between hands, use a raking or pincer grasp and explore toys by banging, shaking and mouthing them.*						
7 months	**8 months**	**9 months**	**10 months**	**11 months**	**12 months**	**End of Stage**
*Holds objects in each hand at the same time. *Bangs objects together. *Starts using fingers more actively when grasping. *Can hold and mouth toys for longer periods.	*Develop more refined raking grasp. *Picks up larger food pieces/finger foods with whole hand. *Begins to voluntarily release objects (dops toys on purpose). *Passes toys smoothly from one hand to the other.	*Emerging inferior pincer grasp (using pads of thumb and index/middle fingers). *Picks up small items like cereal pieces. *Actively claps hands together.	*More refined pincer grasp developing. *Places objects into containers and takes them out again. *Points with index finger. *Uses index finger to poke/prod objects.	*Grasps and releases objects intentionally. *Starts attempting to stack or nest objects. *Can put objects into a container and dump them out. *May begin turning thick book pages (multiple at once).	*Mature pincer grasp emerging (thumb and forefinger tip-to-tip). *Picks up very small items (crumbs). *Can place objects more carefully into containers. *Starts to use tools in play (spoon banging, scribbling with a crayon) *Waves, claps, and points with increasing control.	*Mature pincer grasp is emerging (thumb and forefinger). *Picks up small items. *Places objects into and out of containers. *Points, waves, claps. *Scribbles spontaneously with whole hand grasp.

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12-18months *Children will: use a refined pincer grasp to pick up small objects, begin to stack blocks, scribble with crayons and manipulate toys with increasing control.*						
13 months	**14 months**	**15 months**	**16 months**	**17 months**	**18 months**	**End of Stage**
*Refined pincer grip well established. *Places objects into containers with greater accuracy. *Begins to make random marks with a crayon (scribbling). *Can stack 2-3 blocks.	*Can release objects into containers on purpose. *Starts to attempt to use a spoon, though messy. *Enjoys filling and emptying containers repeatedly. *Can carry toys with one hand whole walking. *May try to poke objects into holds (shape sorters, peg boards).	*Uses whole hand grasp to hold crayons and scribble more deliberately. *Builds taller towers (3 – 4 blocks). *Starts to use both hands together in play (one hand holds, the other manipulates). *Begins to show hand preference more clearly.	*Can place simple shapes into a shape sorter with trial and error. *Turns pages in a book more carefully (sometimes one at a time). *Begins to imitate strokes in drawing (vertical lines, dots). *Uses spoon more effectively with some spills.	*Attempts to stack 4- 6 blocks. *Enjoys posting activities into slots. *Can take toys apart (e.g. pull apart Duplo).	*Can drink from an open cup with some support. *Scribbles with more control and variation (circular scribbles begin). *Starts to turn doorknobs or twist tops. *Begins to build block structures beyond a simple tower (lines, small bridges). *Uses a spoon and sometimes a fork with growing accuracy.	*Scribbles with large circular movements. *Builds towers of 4-6 blocks. *Uses a spoon with some accuracy. *Uses both hands together in play. *Turns pages, often a few at a time.
18-24months *Children will: begin to turn pages in a book, build towers with several blocks, and start to draw simple marks and lines.*						
19 months	**20 months**	**21 months**	**22 months**	**23 months**	**24 months**	**End of Stage**
*Builds tower of 4-6 blocks with steadier control. *Begins to place large pegs into a pegboard with accuracy. *Starts to use a spoon with minimal spilling. *Uses both hands together in tasks (e.g. holding bowl with one hand, spoon with the other).	*Scribbles spontaneously with more varied strokes (lines, circles). *Inserts shapes into shape sorter with less trial and error. *Can pull apart and attempt to join larger construction toys.	*Builds taller towers (6-7 blocks). *Uses fork, although less controlled than spoon. *Begins to snip paper with child scissors (using both hands).	*Improves accuracy in stacking and nesting objects. *Turns handles, doorknobs or wind-up toys with growing strength. *Begins to manipulate playdough (squeezing, poking, pressing). *Can open and close simple container lids. *Points with more precision (to pictures, tiny details).	*Builds tower of 7 -8 blocks. *Can string large beads onto lace with support. *Starts to show circular scribbling which is more controlled. *Begins to fold paper with assistance. *More controlled attempts at using fork and spoon together.	*Builds block towers of 8+ blocks. *Turns pages in a board book individually with ease. *Places smaller items into containers with precision. *Can unzip a large zipper with help to start it.	*Uses a spoon competently and begins to use a fork. *Unzips large zippers with help. *Shows early hand preference. *Scribbles with greater control using whole hand grasp with movement from the shoulder and elbow.

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2 – 3 years *Children will: turn pages one at a time, draw simple shapes, build towers with multiple blocks, and manipulate small objects with increasing precision.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Picks up and holds small objects using thumb and fingers with control. *Holds a crayon with a whole-hand (palmer) grasp with more control. *Puts objects of different sizes in and out of objects.	*Begins to turn knobs and unscrew lids. *Uses hands together (bilateral coordination) to hold and manipulate objects. *Builds various construction designs in different directions. *Scribbles with more purpose (up/down, circular).	*Inserts pegs into boards or shapes into correct holes. *Attempts basic utensil use, e.g. spoon feeding with less mess. *Manipulates simple cause and effect toys (e.g. pop up toys).	*Opens and closes containers with lids. *Pulls apart and connects toys like duplo or pop beads. *Begins to turn single book pages. *Starts to imitate vertical and horizontal lines in drawing.	*Hold crayon or marker using fingers rather than whole hand. *Starts using tools like brushes or forks with some control. *Makes intentional marks- circles, lines. *Shows preference for one hand.	*Starts to manipulate clothing, e.g. pulling off socks. *Turns doorknobs and fits lids on containers. *Begins to string large beads or pasta. *Can feed self with a spoon and drink from an open cup (some spills).	*Turns pages of a book one at a time. *Builds towers of 6 – 9 blocks. *Holds a crayon or pencil with fingers pointing down towards the paper and the palm facing down. The tool is still held with the whole hand, but the fingers now control the movement more than the arm or shoulder. *Imitates simple shapes, such as a circle or vertical line. *Snips paper with child-safe scissors.

3 – 4 years *Children will: draw circles and lines, use scissors more confidently, dress and undress with help, and manipulate small objects with increasing dexterity.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Uses both hands together in co-ordinated ways (holding paper while drawing). *Builds block towers of 8+ blocks. *Begins using one hand more than the other(emerging hand dominance). *Squeezes, presses, and manipulates materials like dough and foam.	*Holds crayons or pencils using a thumb and two-finger (tripod) grasp (may still switch hands). *Draws lines and simple shapes (e.g. circles, crosses). *Begins to use scissors to snip paper. *Can copy some shapes or patterns.	*Cuts along short, straight lines. *Holds and uses cutlery with improved control (fork and spoon together). *Pours from small jug with support. *Screws/unscrews jar lids or nuts and bolts.	*Draws people with 2-4 body parts (head, arms, legs). *Begins to draw some letters or own name (may be large and uneven). *Imitates shapes (cross, square). *Shows interest in writing and copying words.	*Buttons/unbuttons large buttons. *Manipulates zips and simple fasteners. *Turns pages one at a time. *Threads small beads with more precision.	*Completes simple jigsaw (6-10 pieces). *Brushes teeth, washes hands and starts dressing with less help. *Copies name or simple words (may be unrefined). *Uses tools (spoons, glue sticks, pencils, scissors) confidently in activities.	*Draws basic shapes such as circles, squares and crosses, may begin to draw people. *Uses a tripod or modified tripod grasp when holding a crayon or pencil. *Cuts along straight lines with scissors. *Copies letters, especially those in their name. *Builds more complex block structures.

FINE MOTOR: Progression of Knowledge and Skills **4 – 5 years** *Children will: write recognisable letters, use scissors independently, manage buttons and zips and show refined control when manipulating small objects and tools.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Holds pencil in mature tripod grasp (thumb and two fingers). *Draws simple shapes and lines with control. *Begins to form some letters with intention (often from own name). *Builds more complex models using construction materials.	*Copies and writes first name with correct letter order (may still be uneven in size). *Starts forming some upper and lower case letters. *Holds and controls writing tools for drawing pictures with recognisable features. *Imitates simple words and symbols in pretend writing.	*Cuts along curved lines and around shapes with scissors. *Traces simple shapes or letters with accuracy. *Draws people with detail (head, body, limbs, facial features). *Demonstrates control colouring within lines.	*Fastens and unfastens clothing independently (buttons, zips). *Uses cutlery correctly and confidently. *Brushes teeth washed hands and combs hair with less support. *Handles glues, pens, and tools without spilling or breaking.	*Threads small beads or needled with accuracy. *Manipulates small objects like coins, pegs and clips confidently. *Folds paper or fabric along lines. *Begins tying knots or laces with support.	*Writes name clearly and consistently. *Begins to write short words or CVC patterns. *Uses correct hand positioning and pressure when writing. *Independently selects and uses fine motor tools in creative play and learning.	*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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Key Stage One **Progression & Expectations**
Physical Education Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.

Implementation – Physical
Intentional Teaching
Enabling Environment

Impact
Impact will be achieved by: