

EYFS Physical Development Progress Model

Links to KS1 Curriculum		Expectations Within Early Years					
Dressing	Consistently fasten small buttons and laces.	<ul style="list-style-type: none"> Dress and undress independently but may still need help with top button. Clothing may still be put on back-to-front on occasion 	<ul style="list-style-type: none"> Put on socks and shoes correctly Fasten zip independently 	<ul style="list-style-type: none"> T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently 		<ul style="list-style-type: none"> Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank 	<ul style="list-style-type: none"> Take off own coat Pull down pants to use toilet
Ball skills	Can throw with accuracy Can kick a ball more accurately and with more control. Bounce a (tennis) ball on the floor and catch in one hand Can use kicking in a team game	<ul style="list-style-type: none"> Begin to dribble and trap ball in football (With increasing accuracy) 	<ul style="list-style-type: none"> Throws and catches and uses a range of passes including bounce (With increasing accuracy) 	<ul style="list-style-type: none"> Throws and begins to hit close targets Catch 2ft away (With increasing accuracy) 	<ul style="list-style-type: none"> Throw ball in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition 	<ul style="list-style-type: none"> Throw ball underhand 	<ul style="list-style-type: none"> Begin to throw ball overhand
		<ul style="list-style-type: none"> Catch a ball from 5 feet using only hands 	<ul style="list-style-type: none"> Bounce and catch a large ball using 2 hands 	<ul style="list-style-type: none"> Bounce a large ball 	<ul style="list-style-type: none"> Catch a large ball by bringing hands towards chest 	<ul style="list-style-type: none"> Catch a large ball between extended arms 	<ul style="list-style-type: none"> Catch a ball by chasing- does not necessarily respond to aerial ball
		<ul style="list-style-type: none"> Coordinate body to meet and kick a ball that is rolled to them from a distance 	<ul style="list-style-type: none"> Run towards and kick a ball 	<ul style="list-style-type: none"> Walk towards and kick a ball 	<ul style="list-style-type: none"> Direct kick to knock down a tower 	<ul style="list-style-type: none"> Kick ball with one foot while swinging opposite arm 	<ul style="list-style-type: none"> Use foot to tap static ball a small distance
Balance	Balance on an unstable surface with increasing control Walk along a low	<ul style="list-style-type: none"> Hold a controlled static balance on one leg 	<ul style="list-style-type: none"> Walk along a low, wide balance beam using arms out as a support. 	<ul style="list-style-type: none"> Walk along a chalk line 	<ul style="list-style-type: none"> Stand on one foot for 2 seconds 	<ul style="list-style-type: none"> Stand on tiptoes 	

	narrow balance beam						
Jumping	<p>Skip rhythmically (confidently)</p> <p>Hop up to 10 times on alternate feet</p>	<ul style="list-style-type: none"> • Begin to skip rhythmically 	<ul style="list-style-type: none"> • Begin to skip 	<ul style="list-style-type: none"> • Hop on one foot 	<ul style="list-style-type: none"> • Jump forward, taking off and landing on 2 feet 	<ul style="list-style-type: none"> • Jump over a small stationary object 	<ul style="list-style-type: none"> • Jump off a low object with both feet off the ground
Using tools	<p>Use scissors to cut fabric and more intricate shapes.</p> <p>Draws with more accuracy. Begins to use the pencil in different ways to create effects.</p>	<ul style="list-style-type: none"> • Use scissors to cut around a shape on paper • Begins to show accuracy and care when drawing. • Begins to add detail when drawing. 	<ul style="list-style-type: none"> • Use scissors to cut paper in half • Begins to show more recognisable images when drawing 	<ul style="list-style-type: none"> • Use one-handed tools, for example, making snips in paper with scissors • .Explores how to make different shapes when drawing. 		<ul style="list-style-type: none"> • Explore a range of tools – spoons, spades, paintbrushes, etc 	<ul style="list-style-type: none"> • Pour from one container to another
	Use a knife and fork independently	<ul style="list-style-type: none"> • More confident using cutlery 	<ul style="list-style-type: none"> • Spread using a knife 	<ul style="list-style-type: none"> • Use a knife to cut soft food like bananas and strawberries 	<ul style="list-style-type: none"> • Spoon cereal from container to dish with little spilling 	<ul style="list-style-type: none"> • Stab food using a fork 	<ul style="list-style-type: none"> • Use a spoon to pick up food and put in mouth
	Dynamic tripod grasp	Static tripod grasp/lateral tripod grasp		4 finger grasp		Digital pronate grasp	Palmer grasp
Resources (not limited to)	Children are exposed to using different materials	Socks, shoes, coats, buttons, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches		T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, fork, knife, spoon, thick and thin paintbrushes, chalks, crayons, pencils,		Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils	