



Trewirgie Infants' and Nursery School

Skills Progression and Assessment Document for Physical Development

The purpose of this document is to support the planning and assessment of Gross and Fine motor activities as well as activities that will support the pupils' physical development, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.

The Early Years Foundation Stage

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS Statutory Framework September 2025

Early Learning Goals

1.7 The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.

1.9 Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

1.10 Practitioners working with children below reception age do not need to use the ELGs as, for the vast majority of children, the EYFS Profile will be carried out by their school teacher at the end of the reception year. A group-based provider may need to use the ELGs to complete the EYFS Profile assessment for children aged 4-5 if this is not being done in reception year at school, however this is very rare (please see paragraph 2.13 below).

1.11 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.

EYFS Statutory Framework September 2025

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.

Skills Progression

	Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
Fundamentals	<ul style="list-style-type: none"> - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Walk, run, jump and climb – and start to use the stairs independently. - Develop manipulation and control. - Explore different materials and tools. 	<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing - Develop overall body-strength, balance, co-ordination and agility. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> - To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. - To use their core muscle strength to achieve a good posture. - To negotiate space and obstacles safely, with consideration for themselves and others. - To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 	

Independence	<ul style="list-style-type: none"> - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Start eating independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <p>Life Skills sessions to support skill development when using a knife and fork, scissors, zipping their coat up and undressing and dressing for activities such as PE.</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes 	<ul style="list-style-type: none"> - 	
Collaborating with others	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Start taking part in some group activities which they make up for themselves, or in teams. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	
Fine Motor/Use of tools	<ul style="list-style-type: none"> - Hold a pencil using a digital pronate grasp 	<ul style="list-style-type: none"> - 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. (start progressing towards a tripod grip) 	<ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Begin to use a tripod grip. - Develop the foundations 	<ul style="list-style-type: none"> - Hold a pencil using a tripod grip. - Form letters correctly using formations from the school's handwriting scheme (letter join). 	
			<p>of a handwriting style</p>		

		<ul style="list-style-type: none"> - Show a preference for a dominant hand. 	which is fast, accurate and efficient.		
Ball Skills & Games	<ul style="list-style-type: none"> - Enjoy starting to kick, throw and catch balls. 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> - To combine different movements with ease and fluency. - To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> - Use the terms 'opponent' and 'team mate'. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Develop tactics - Lead others when appropriate.
Gymnastics	<ul style="list-style-type: none"> - Clap and stamp to music. 	<ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> - Progress towards a more fluent style of moving, with developing control and grace. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> - To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved, and wide/narrow). - Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different points of the body.
					<ul style="list-style-type: none"> - Climb safely on equipment.

					<ul style="list-style-type: none">- Stretch and curl to develop flexibility.- Jump in a variety of ways and land with increasing control and balance.
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