



# Skills and knowledge components: **Physical Progress Model**

## Subject Non- Negotiables

Minimum expectations for Early Years Foundation Stage							Links to KS1 curriculum
<b>DRESSING</b>	Take off own coat Pull down pants to use the toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garment 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
<b>RIDING A BIKE</b>	Can 'walk' a balance bike	Can use feet to scoot a balance bike and maintain balance	Can maintain balance while manoeuvring around corners	Can stop a bike effectively using brakes  Can pedal and maintain balance for a few feet down a slight incline	Can pedal and maintain balance for a few feet on a flat surface	Can pedal and maintain balance while manoeuvring around obstacles	Can brake at a specific point with control Can follow at a sensible distance behind another rider Can control speed in a group Can follow a path set by another rider
<b>BALL SKILLS</b>	Begin to throw ball overhand	Throw ball underhand	Throw ball forward 10ft 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.	Hit 2ft target from 5ft away with a tennis ball using underhand toss	Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements	Can usually hit a target from 12ft away using an overhand toss	Can throw with accuracy

	Catch a ball by chasing- does not necessarily respond to aerial ball	Catch a large ball between extended arms	Catch a large ball by bringing hands in towards chest	Bounce a large ball	Bounce and catch a large ball using 2 hands	Catch a tennis ball from 5 feet using only hands	Bounce a tennis ball on the floor and catch in one hand
	Use foot to tap static ball a small distance	Kick ball with one foot while swinging opposite arm	Direct kick to knock down a tower	Walk towards and kick a ball	Run towards and kick a ball	Coordinate body to meet and kick a ball that is rolled to them from a distance	Can use kicking in a team game
BALANCE	Stand on tiptoes	Stand on one foot for 2 seconds	Walk along a chalk line	Walk along a low, wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam	Balance on an unstable surface with increasing control
JUMPING	Jump off a low object with both feet off the ground	Jump over a small stationary object	Jump forward, taking off and landing on 2 feet	Hop on one foot 3 to 5 times	Jump and turn in the air	Hop up to 10 times on alternate feet	Skip rhythmically
USING TOOLS	Pour from one container to another	Explore a range of tools – spoons, spades, paintbrushes, etc.	Use one-handed tools, for example, making snips in paper with scissors		Use scissors to cut paper in half	Use scissors to cut around a shape on paper	Use scissors to cut fabric
	Use a spoon to pick up food and put in mouth	Stab food using a fork	Spoon cereal from container to dish with little spilling	Use a knife to cut soft food like bananas and strawberries	Spread using a knife	Cut using a knife	Use a knife and fork independently
	Palmer grasp	Digital pronate grasp	4 finger grasp		Static tripod grasp		Dynamic tripod grasp

<b>INDEPENDENCE</b>	Children work independently to develop basic skills	Start to make up their own physical games	Collaborate with others to devise team games and manage resources	Edit and refine movements and games
<b>RESOURCES</b> (Not Limited To)	Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chinks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils,	T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, knife, thick and thin paintbrushes, chinks, crayons, pencils,	Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches	Children are exposed to using different materials