Physical Development Gross Motor						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
I am beginning to use pedal bikes to develop my skills in balance, co-ordination, endurance, stamina and spacial awareness.

I can create an obstacle course using household items, playground equipment, or natural materials like logs and branches.

I can take part in locomotion games such as follow the leader, simon says and animal walks.

I confidently and safely use a range of den-making materials during Forest School.

I can take part in the school's Big Move programme to develop my core muscles.

I am learning to move with more control and grace. E.g., hold increasingly complex positions in Big Moves.

I can participate in simple balancing activities on the balancing beam outside and at Forest School.

I am continuing to develop my fundamental skills in rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

I can express myself through movement and dance.

I am developing a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. (P.E lessons.)

I can take part in the Daily Mile, building on my endurance when running and walking. | | | | | | 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. |

		Physical Development Fine motor				ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
I can use a tripod grip to hold tools to mark make. Pencil/paint brush/ pen. I can hold scissors correctly. I can pick up small objects with a pincer grasp.	I can cut using increasing control by following lines on a piece of paper. I can engage in activities which use precise hand movements such as play dough, drawing, painting. I can undo buttons and fasten zips (accuracy). I can thread beads that decrease in size. I can draw basic shapes with recognisable form. I can attempt to represent recognisable features in details of drawings. E.g. A nose on a face.					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.