EYFS progression map from birth to the end of Reception year

Area of Learning Physical Development

Concept:
Gross Motor

Educational Programme from the EYFS framework: 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.

Gross Motor

ELG

Children at the expectedlevel of development will:

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such a running, jumping, dancing, hopping, skipping and climbing.

Progression steps to enable typical progression withinthis concept ↓

Birth – 3	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back. Then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stomp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independence with a range of gross motor apparatus and resources. Begin to walk independently- choosing appropriate props to support at first. Walk, run, jump, and climb- and start to use the stairs independently. Spin, roll and independently use ropes and swings. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Show and increasing desire to be independent such as wanting to dress and undress themselves.
3-4 yrs	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. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match 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. Collaborate with others to manage large items such as moving planks safely, carrying large hollow blocks
Reception	Revise and refine the fundamental movement skills they have already acquired: • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination balance and agility need to engage usefully with future physical education session and other physical disciplines including dance, gymnastics, sports (football, tennis, cricket etc.) and swimming. Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall bod- strength, balance, co-ordination and agility. 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. Further develop the skills they need to manage the school day successfully: • Lining up and queuing • Mealtimes