

Nursery Progression Map PE

Physical Development: 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.

Physical Development- Gross Motor Skills

ELG: Gross Motor- 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.

Baseline	End of Term 1	Interim	End of NURSERY
I can move my body to music when encouraged by and adult.	I can move spontaneously within available space.	I can respond and move to rhythm and music.	I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
I can walk and run confidently. I can jump with two feet together.	I can stand on one foot with support.	I am beginning to skip and hop.	I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
I can walk upstairs with my hand held. I can fit myself into spaces like tunnels, dens and large boxes and move around in them.	I can go up steps and stairs or climb up apparatus using two feet at a time. I can climb onto small play equipment.	I can go up steps and stairs or climb up apparatus using alternate feet. I can match my developing physical skills to tasks and activities in the setting. For example, deciding whether to crawl, walk or run across a plank, depending on its length and width.	I can travel around, under, over and through balancing and climbing equipment.
I can sit up from laying down.	I can squat to pick up toys. I can carry large toys.	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use my core muscle strength to sit at a table or on the floor for short periods of time.
I can use my feet to scoot along on a trike. I enjoy starting to kick, throw and catch balls.	I can begin to pedal a tricycle. I can kick or throw a ball roughly in the required direction.	I am developing more control when riding on a bike or scooter. Receives a ball stopping it consistently.	I am continuing to develop my movement, balancing, riding (scooters and bikes) and ball skills.