



# Great Orton Primary School

## PD progress model for knowledge and skills

Minimum expectation for Nursery			Minimum expectation for Reception			ELG	Links to KS1
Can throw a large ball with both hands	Can throw a small ball with one hand	Can throw a ball or bean bag underarm or overarm	Can throw rugby balls, javelins, and frisbees	Can throw a ball at a given target	Further develops and refines ball skills	<b>ELG-Gross Motor skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Catches a large ball from a short distance		Catches a small ball or bean bag from a short distance	Can catch larger items from a longer distance	Can catch smaller items from a longer distance	Develops confidence, competence, precision and accuracy when engaging in ball activities		Perform dances using simple movement patterns
Can kick a large ball in a straight line	Can kick a large ball at an intended target	Can walk with a ball	Can run with a ball	Can dribble in and out of targets			Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these
Rides a trike independently	Rides a balance bike, moving their legs alternately	Rides a balance bike, occasionally lifting up their feet	Rides a bike with/without stabiliser	Progresses towards a more fluent style of moving			

Rides a scooter independently, moving one leg backwards and forwards.		Rides a scooter by pushing with their foot and resting both feet on the scooter		Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions		in a range of activities
Sits on a scooter board and pushes themselves along		Experiments with other ways of riding the scooter board				
Skip, hop, stand on one leg and hold a pose		Can demonstrate different types of balances (h, arabesque)	Can balance using different body parts			
Balances a quoit on their head	Walks along a bench independently	Walks along a balance beam	Can balance a ball on a bat			
Go up steps and stairs independently	Go up steps and stairs, or climb up apparatus, using alternate feet	Climbs apparatus, going up forwards, over and coming down backwards				
Remembers sequences and patterns for simple nursery rhymes	Remembers sequences and patterns for more complex nursery rhymes	Remembers sequences and patterns to music without words	Remembers sequences and patterns to music without words	Revises and refines fundamental movement skills		

Uses large-muscle movements to produce vertical and horizontal lines	Uses large-muscle movements to produce circles and other movements.	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce X and triangles			
Children are encouraged to sit on the carpet and at the table		Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet				
Is able to hold onto a parachute	Is able to use a rolling pin	Start to eat independently, learning to use a knife and fork	Is able to use a knife and fork	Uses a wide range of equipment that requires the co-ordination of both hands (with precision)		
Can walk, run, crawl and climb when directed	Can walk, run, crawl and climb independently	Match their developing physical skills to tasks and activities	Can walk, run, crawl, climb, hop, jump and skip with increasing control			
Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		Uses one-handed tools and equipment	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers	Develops small motor skills to use a range of tools competently, safely and confidently	<b>ELG Fine Motor Skills</b> • Hold a pencil effectively in preparation for fluent writing - using the	Design and Technology: Use a range of tools and equipment to perform practical tasks Handwriting:

Palmer grasp	Static tripod/quadrupod grasp		Use a comfortable grip with good control  Dynamic tripod grasp	Develops control further and is able to replicate patterns, letters and numbers with ease		Develops the foundations of a handwriting style which is fast, efficient and accurate	tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	Sit correctly at a table, holding a pencil comfortably and correctly	
No hand dominance		Beginning to show strength in a particular hand	Child recognises their preference for a dominant hand						
Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise			Makes healthy choices	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Is able to explain the effects of exercise, sleep and reducing screen time	Knows and talks about contributors to health and wellbeing			
Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise			Makes healthy choices	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Is able to explain the effects of exercise, sleep and reducing screen time	Knows and talks about contributors to health and wellbeing	Healthy choices	PSHE links	
Starts taking part in adult led group activities		Starts taking part in child-initiated group activities		Starts taking part in group activities which they make up			Independence	Participate in team games, developing simple tactics for attacking and defending	
Collaborates with others to manage large items (with adult guidance)		Collaborates with others to manage large items		Collaborates with others to manage large items appropriately					
Uses a spoon, fork and knife (to spread) independently		Peels their own fruit and pierces their own milk carton		Uses a knife and fork with precision	Opens their own straw and pours their own drink/milk	Starts to eat independently, learning to use a knife and fork			

Can put their own shoes, socks, hats and mittens on	Can put their own aprons on and pull clothing up and down for the toilet	Puts on gloves and puddle suits independently	Can get changed with minimal help (buttons)	Put their coat on by themselves and zip it up		
Washes their hands independently	Uses the toilet and wipes themselves	Tidies up, takes jumper off if hot and puts it on if cold	Ensures they are eating enough food and drinking enough water	Blows their nose, disposing of the tissue and sanitising		

## Resources to support (not limited to)

Confidently and safely uses a range of large and small apparatus

Large soft balls, small balls, rugby balls, tennis balls, basketballs, footballs, bats, bean bags, javelins, frisbees, bikes, scooters, quoits, benches, ribbons, parachute, soft play, horses, climbing frame dome, climbing frame, skipping ropes, space hoppers, balance boards, scooter boards, stepping stones, seesaw, tyres, red balancing bowl, tunnels, sieve, grater, Duplo and large foam bricks, Sellotape, peeler, hole punch, stapler, sewing, dustpan and brush, sweeping, cleaning, scissors, pencils, large tweezers, paintbrush, hammers, playdough tools/cutters, spoons, shakers, spray bottles, whisks, screwdrivers, pipette, spatula, knife, fork, jugs, measuring cylinders, bingo dabbers, nuts and bolts, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, shape sorters, water syphon, Lego, peel stickers, sewing needles