

# Somerville Federation

## PD progress model for knowledge and skills

	Expectations for Nursery				Expectations for Reception			ELG	Links to KS1
Gross motor	Run well, kick a ball, and jump with both feet off the ground at the same time	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	Can bat a ball	Negotiate space and obstacles safely, with consideration for themselves and others.	PE Master basic movement s 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			
		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, kicking a ball and keeping up with it	Can dribble a ball with developing control	Can pass a ball to another person		
		Go up steps and stairs	Go up steps and stairs, or climb up apparatus, using alternate feet		Climbs apparatus, going up forwards, over and coming down backwards		Manage own risks when travelling over, under, through apparatus	Demonstrate strength, balance and coordination when playing	
		Stand on one leg and hold a pose and begin to hop			Can demonstrate different types of balances using feet	Can balance using different body parts	Balancing with precision and accuracy		
		Balances a quoit on their head whilst moving			Walks along a bench / balance beam independently	Can balance a ball on a bat	Can balance a ball on a bat whilst moving		

		Rides a trike independently	Rides a 3 wheeled scooter independently, moving one leg backwards and forwards	Rides a 2 wheeled scooter independently, moving one leg backwards and forwards		Pedals a bike with stabilisers.			
		Uses large-muscle movements to produce vertical and horizontal lines	Uses large-muscle movements to produce circles and +	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce X and triangles	Uses large-muscle movements to produce letter shapes		
		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		Moves in imaginative ways		
PE Vocabulary	Balance, travel, catch, climb, run, jump, skip, hop, throw, move, dance.								
<b>Fine motor</b>	Develop manipulation and control.	Cylindrical grasp	Digital grasp	Use a comfortable grip with good control, developing a modified tripod grasp		Tripod grasp	Is able to replicate patterns, letters and numbers with ease	<b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</b>	<b>Handwriting :</b> Sit correctly at a table, holding a pencil comfortably and correctly
		Is beginning to use scissors (looped / double handled). Uses large tweezers, large nuts and bolts and is able to thread large beads. Is able to use other large one-handed tools such as hammers	Uses one-handed tools and equipment including making snips with scissors and developing more control	Can use scissors with developing precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers		Can use appropriate tools with precision to achieve a planned effect.	<b>Use a range of small tools, including scissors, paintbrushes and cutlery</b>		

		Uses a spoon and fork	Peels their own fruit and pierces their own milk carton	Uses a knife to cut soft items and beginning to use to spread	Starts to eat independently, learning to use a knife and fork effectively	Opens their own straw and pours their own drink/milk	Uses a knife and fork with precision		
	Use their senses to explore materials	Makes marks	Draws lines and circles and adds meaning	Draws faces with features and begins to shapes that represent objects, people, place	Draws things that they have observed with some degree of accuracy		Draws things that they have observed or imagined with detail	<b>Begin to show accuracy and care with drawing</b>	