



Subject Non- Negotiables –

Skills and knowledge components: Physical Development progress model

		Expectations with Reception year Year 1 expectations → Pre-school leavers Reception Key: Yellow - Autumn, Green - Spring, Blue - Summer. Dragonfly Nursery Key: Pink Ladybird Nursery Key: Red					
Dressing	Fasten small buttons. Tie own shoe laces.	Dress and undress independently, but may still need help with small buttons and laces.	Put on socks and shoes correctly. Fasten zips independently.	T-shirt and jumper on/ off independently but may be back to front. Pull up garments independently	Put on shoes without fastening (may be on the wrong feet) Pull zips up and down but may need help to manipulate shank	Take off own coat. Pull down pants to use toilet	
Ball skills	Can throw with accuracy.	Can usually hit a target from 3.5 metres away using an overhand toss.	Throw tennis ball underhand at least 3 metres using trunk rotation and opposing arm/ leg movements	Hit 60cm target from 1.5 metres away with a tennis ball using underhand toss.	Throw ball forward 3 metres in the air and use appropriate technique such as moving arms up and back using upper trunk rotation with arms and legs moving in opposition.	Throw ball underhand.	Begin to throw ball overhand.
	Bounce a tennis ball on the floor	Catch a tennis ball from 1.5	Bounce and catch a large	Bounce a large ball.	Catch a large ball by bringing arms into chest.	Catch a large ball between extended arms.	Catch a ball by chasing. Does not necessarily

	and catch with one hand.	metres using only hands.	ball using two hands.				respond to an aerial ball.
	Can use kicking in a team game.	Coordinate body to meet and kick a ball that is rolled to them from a short distance.	Run towards and kick a ball.	Walk towards and kick a ball.	Direct kick to knock over a tower.	Kick ball with one foot whilst swinging opposite arm.	Use foot to tap static ball a short distance.
Balance	Balance on an unstable surface with increasing control.	Walk along a low narrow balance beam.	Hold a controlled static balance on one leg.	Walk along a low, wide balance beam.	Walk along a chalk line.	Stand on one foot for 2 seconds.	Stand on tiptoes.
Jumping	Skip rhythmically.	Hop up to 10 times on alternate feet.	Jump and turn in the air.	Hop on one foot 3 to 5 times.	Jump forward, taking off and landing with 2 feet.	Jump over a small stationary object.	Jump off a low object with both feet off the ground.
Using tools (also see Cutting Progress model)	Use scissors to cut a variety of media.	Use scissors to cut round a shape.	Use scissors to cut paper in half.	Use one handed tools- for example scissors to make snips in paper, hole punch etc	Explore a range of tools e.g. spoons, spades, paintbrushes etc	Pour from one container to another.	
	Use a knife and fork independently.	Cut using a knife.	Spread using a knife.	Use a knife to cut soft food such as bananas and strawberries.	Spoon cereal from container to dish, keeping spilling to a minimum.	Stab food using a fork.	Use a spoon to pick up food and put in mouth.
Knowledge to be taught	<p>Ladybirds Nursery: key vocabulary - kick, throw, cut, snip, tip-toes, pour.</p> <p>Dragonflies Nursery: Key vocabulary - kick, throw, cut, balance, run, jump, skip, hop.</p> <p>Reception: Key vocabulary - throw, catch, hope, skip, kick, balance, tool, cut, spread. How to keep safe when using tools.</p>						