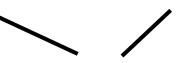


WRENBURY PRIMARY SCHOOL EYFS – Physical Development including Writing			
	3-4 Years	Reception	ELG Checkpoint
Fine Motor	<p>WRITING</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>HANDWRITING</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>WRITING</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>HANDWRITING</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>WRITING</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>HANDWRITING</p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p>
	<p>Stage 1</p> <p>Remember to push my chair under the table and I am beginning to sit up straight as I write - Some prompting.</p> <p>Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting</p> <p>Pivot my elbow for large-scale movements from side-to-side and up and down.</p> <p>Elbow takes over more work from the shoulder.</p> <p>Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.</p> <p>Hold the pencil in a palmar or digital grip. Swapping and testing hands.</p> <p>Develop a pincer grip. I may still be determining which hand to use. Sometimes hold a pencil correctly with support.</p> <p>Consistently use a dominant hand.</p> <p>Hold a pencil with a tripod pincer grip.</p> <p>I can record a circle. (3 years) </p> <p>I can record a vertical cross (3 1/2 - 4 years) +</p> <p>I can record a square. (4 years) </p> <p>Stage 2</p>	<p>Stage 1</p> <p>Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.</p> <p>Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.</p> <p>Correctly hold a pencil and use it with good control and pressure.</p> <p>Hold/ move the paper with one hand and write with the other.</p> <p>I can record diagonal lines to the left and right. (4 ½ yrs)</p> <p></p> <p>I can record a cross using diagonal lines. (4 years 11 mths). X</p> <p>I can record a triangle (5 years 3 months) </p> <p>Stage 2</p> <p>Correctly forming most letters from the 26 in the alphabet.</p> <p>Begin to reduce the size of my letters.</p> <p>Record letters with some consistency of size and neatness.</p> <p>Sit most letters onto the line.</p>	<p>Readiness for Y1</p> <p>Holds pens, pencils and other mark making tools correctly with a dominant hand.</p> <p>Has increasing control over their mark making and can write most lower-case letters.</p> <p>Starting to write simple sentences that can be read by themselves and others.</p> <p>Applying phonetic knowledge to write simple words, captions and sentences.</p> <p>Children are given the chance to make marks in a variety of ways about things that inspire them.</p>

	<p>form most letters of my name. Begin to sit some letters on the line. Correctly form some letters from Phase 2 and name.</p>		
	<p>3-4 Years</p> <p>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 for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. DANCE- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their 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. PD.3-4 . Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Reception</p> <ul style="list-style-type: none"> . Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing. PD.REC . Progress towards a more fluent style of moving, with developing control and grace. PD.REC. (balance, stillness, climb higher, fun further) . Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. PD.REC. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes) . Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD.REC . Combine different movements with ease and fluency. PD.REC (obstacle courses- change speed/ direction) . Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD.REC . Develop overall body-strength, balance, co-ordination, and agility. PD.REC <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> <p>GAMES. Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. PD.REC</p> <p>GAMES • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD.REC</p>	<p>ELG Checkpoint</p> <p>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.</p> <p>Readiness for Y1 Develops body strength, co-ordination, balance and agility. Uses a large range of small and large apparatus confidently and safely. Negotiates spaces and obstacles safely. Moves with ease and fluency and in a variety of different ways. (e.g rolling, crawling, walking, jumping, running, hopping, skipping and climbing.) Develops a range of ball skills (throwing, catching, kicking, passing, batting and aiming), with precision and accuracy.</p>
Gross Motor	<p>Jog in a straight line and change direction. Hold good posture and balance. Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)</p> <p>Run in a straight line.</p> <p>Skip with alternate feet. Run/Sprint in a straight line and change direction.</p> <p>Throw small and large balls and beanbags overarm.</p>	<p>Travel at differing speeds on command or need.</p> <p>Select the appropriate speed, pace and distance for running.</p> <p>Increase the distance for throwing to a person/ target.</p> <p>Increase the speed that the balls travels when throwing to others.</p> <p>Travel/ move and throw the ball.</p> <p>Drop catch smaller balls after bouncing on the floor.</p> <p>Increase the distance for catching and speed ball is travelling.</p> <p>Increase the rolling distance to the target. Use a bat or racquet to</p>	

<p>Throw small and large balls to a partner with a short distance and to large targets.</p> <p>Catch a large soft ball in two hands. Cradle ball into chest.</p> <p>Catch larger balls when throwing and catching with a partner from short distances.</p> <p>Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.</p> <p>Roll large balls and equipment e.g. tyres to large targets. Roll small and <u>large</u> balls to a friend / cones/ skittles along the floor - short distance. Increase the rolling distance to the target.</p> <p>Travel with an object balanced on a bat- one handed.</p> <p>Swing a bat or racquet correctly and safely.</p> <p>Use a bat or racquet to hit a small and <u>large</u> target on a stand.</p> <p>Bounce a small and large ball off the floor and catch with two hands.</p> <p>Explore kicking a static ball with both feet. Determine which foot I will use for kicking,</p> <p>Kick a ball to a large target/space goal.</p> <p>Jump over a stationary line on the floor.</p> <p>Successfully jump over a stationary line with both my feet together.</p> <p>Jump on the spot with two feet together and land safely.</p> <p>Jump from two feet to one foot keeping my balance.</p> <p>Hop one foot to the opposite foot and then to the same foot, landing safely.</p> <p>I can copy basic actions.</p> <p>Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.</p>	<p>hit a slow, moving ball.</p> <p>Bounce a large ball against a wall and catch/ with a partner.</p> <p>Bounce in the middle.</p> <p>Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.</p> <p>Kick a ball to a smaller/narrower target/space goal.</p> <p>Start exploring how to dribble a ball between wide obstacles/ markers.</p> <p>Confidently skip forwards with the rope, extending to backwards when ready.</p> <p>Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.</p> <p>I can put a sequence of actions together.</p> <p>I can replicate parts of a dance or performance.</p> <p>I can begin to improvise independently to create a simple dance.</p> <p>Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p>	
---	--	--