



Beeston Primary School

Physical Development Progress Model for Knowledge and Skills

	Minimum Expectations for Nursery		Minimum expectations for Reception			Links to KS1 curriculum	
Dressing	Take off own coat. Pull down pants to use toilet.	Put on shoes without fastening (may be wrong foot). Pull zips up and down, but may need help to insert or separate zip.	Put/take own T-Shirt and jumper on/off independently but may be back to front. Pull up garments independently.	Put on socks and shoes correctly. Fasten zip independently.	Dress and undress independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion.	Fasten small buttons. Tie own shoelaces.	
Riding a bike	Uses feet to scoot a balance bike.	'Walks' a balance bike.	Maintains balance while manoeuvring around corners.	Stops a bike effectively using brakes. Pedals and maintains balance for a few feet down a slight incline.	Pedals and maintains balance for a few feet on a flat surface.	Pedals and maintains balance while manoeuvring around obstacles.	Brakes at a specific point with control. Follows at a sensible distance behind another rider. Controls speed in a group. Follows a path set by another rider.
Ball Skills	Begins to throw ball.		Throws ball underhand/overhand.	Hits 2ft target with a small ball using underhand toss.	Usually hits a target from 12ft away using an overhand toss.	Throws with accuracy.	
Pencil grip	Uses a palmer grip – holds pencil in a whole fist. Uses a comfortable grip with good control when holding pens and pencils.	Uses a digital pronate grip - all finger are holding the pencil and the hand is facing down.	Uses a splayed 4-finger grip – holding the pencil with all 4 tips of their fingers and thumb.	Uses a basic tri-pod grip – the child has some control whilst using the pencil. Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.	Develops the foundations of a handwriting style, which is fast, accurate and efficient.	Uses a basic tri-pod grip – using it correctly and with control.	Uses a mature/dynamic tripod grip - holding the pencil between the thumb and index finger with pencil supported on the middle finger.
Scissors control	Uses one-handed tools and equipment, for example, making snips in paper with scissors.  Uses beginner scissors.	Moves the scissors along the paper as they cut. Uses scissors so an adult can help them. 	Cuts to the end of a piece of paper. Uses scissors without help of an adult. 	Cuts out an object. Independently uses scissors. 	Uses scissors competently, safely and confidently.	Becomes proficient in art, craft and design techniques.	