

CGPS Progress Model for Knowledge and Skills

Physical Development



	Nursery					Reception
Gross Motor	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
	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
	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	
	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		Experiments with other ways of riding the scooter board		
	Sits on a scooter board and pushes themselves along	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			

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	Remembers sequences and patterns for simple nursery rhymes	Remembers sequences and patterns for more complex nursery rhymes	Increasingly able to use and remember sequences and patterns of movement, related to music	Remembers sequences and patterns to music without words		<p>Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions</p> <p>Combines different movements with ease and fluency</p> <p>Revises and refines fundamental movement skills</p>
	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	
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	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		
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Fine Motor	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use	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	Develops small motor skills to use a range of tools competently, safely and confidently		

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	other large one-handed tools such as hammers		one-handed tools such as screwdrivers		
	Palmer grasp	Static tripod/quadruped 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
	No hand dominance	Beginning to show strength in a particular hand	Child recognises their preference for a dominant hand	Handwriting: Sit correctly at a table, holding a pen comfortably and correctly.	
Healthy Choices	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, including skin and dental care
Independence	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	
	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	Starts to eat independently, learning to use a knife and fork	Opens their own straw and pours their own drink/milk	Uses a knife and fork with precision
	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	Put their coat on by themselves and zip it up	Can get changed with minimal help (buttons)	Puts on gloves and puddle suits independently
	Washes their hands independently	Uses the toilet and wipes themselves	Blows their nose, disposing of the tissue and sanitising	Ensures they are eating enough food and drinking enough water	Tidies up, takes jumper off if hot and puts it on if cold
Further develops the skills they need to manage the school day successfully					

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Resources
(not limited
to)

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