

Physical Development (PD) – Prime Area

At **Bollin Primary School**, we recognise the importance of purposefully teaching and practising small steps that lead to a proficiency in a physical skill. We enable children to learn and practise what they need and build on what they already know. Our team model and teach fundamental movement skills and provide activities that deepen and extend children capabilities. Our Early Years provision also gives children the space and time to practise and refine their emerging skills through play. The development of these physical and fundamental skills is enhanced through The PE and Sports Hub curriculum and sports coach which provides a broad, balanced, progressive and challenging curriculum for the children.

Statutory Framework Educational Programme for Physical Development (September 2026)

‘Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.’

Development Matters

Nursery Foundational Knowledge and Skills	Reception Foundational Knowledge and Skills
- 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. - Increasingly be 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. - 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.	- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - Progress towards a more fluent style of moving, with developing control and grace. - 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. - 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.
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Early Identification and Support – Nursery Entry Checkpoint (around age of 3)

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Physical Development. Our own early observations also support gaining a holistic view of each child. Where there are concerns, we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children through increasing our quality interactions with them.

1. Can the child run well, kick a ball and jump with both feet off the ground at the same time?
2. Can the child climb confidently, catch a large ball and pedal a tricycle?
3. Can the child sit comfortably on a chair?

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Children enter Nursery with a range of starting points. This progression reflects typical age-related development and will be adapted for children working below or above this level.	<u>Foundations of Control</u> Focus: Hand strength, gross-to-fine movement, and early coordination Children: • Explore using whole-hand actions: ○ grabbing, squeezing, pressing • Begin to develop hand strength • Show emerging hand–eye coordination • Use tools with limited control: ○ large crayons, chunky brushes, mark-making tools • Begin to:	<u>Developing Control and Coordination</u> Focus: Increasing control, coordination, and intentional movement Children: • Begin to show more controlled hand movements • Use tools with greater accuracy: ○ spoons, paintbrushes, large crayons • Start to: ○ make intentional marks ○ manipulate objects (threading, stacking, posting) • Use two hands together more effectively	<u>Refining Control and Early Precision</u> Focus: Greater precision, coordination, and tool use Children: • Use tools with increasing control and accuracy • Begin to show: ○ more consistent hand preference • Make more recognisable marks and shapes • Develop hand–eye coordination using one-handed tools for tasks like: ○ cutting (snipping) ○ hammering ○ placing small objects			

	○ tap, bang, fill, empty using hands • May switch hands (no consistent dominance yet) Adult Role: • Prioritise strength-building before precision • Provide high-repetition, playful activities: ○ squeezing, pulling, pushing, lifting • Model how to use tools, not just provide them • Ensure resources are developmentally appropriate (large, easy to grasp) • Encourage two-handed play (stabilising + manipulating) Emphasis: <i>Build the physical foundations first</i> Example: Child squeezes playdough Adult: “Squeeze it tight... now roll it with both hands!”	• Begin to develop early tripod/pincer-type grasps (not secured) • Begin to show a preference for a dominant hand Adult Role: • Offer repeated opportunities for: ○ grasp, release, and manipulation tasks • Introduce activities that develop: ○ finger isolation and control • Model and support efficient grip development ○ without forcing pencil grip too early • Break tasks into manageable steps • Encourage independence with support Emphasis: <i>Control develops through purposeful practice</i> Example: Child threads large beads Adult: “Push it through... now pull it out the other side”	• Show readiness for more refined movements, though still developing • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand Adult Role: • Introduce more precise tools (including one-handed tools): ○ scissors, smaller mark-making tools • Model: ○ safe and effective tool use • Support children to: ○ refine movements through guided practice • Ensure activities remain: ○ play-based and motivating • Provide scaffolding, not correction Emphasis: <i>Move towards precision without rushing formal writing demands</i> Example: Child uses scissors Adult: “Open... close... snip the paper”
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Gross Motor PE Passport	<u>Stability 1</u>	<u>Gymnastics – Parts High & Low</u>	<u>Locomotion 1</u>	<u>Gymnastics – Travelling, Stopping and Making Shapes</u>	<u>Target Games 1</u>	<u>Dance – Copy and Explore</u>
Vocabulary - exposure	Balance, still, freeze, hold, stretch, bend, curl, twist, reach, stand, body, arms, legs, feet, hands, toes, knees, tummy, head, high, low, wide, narrow, straight, curled, tall, small	Travel, stop, roll, bounce, floor, start, routines, safety, level, balance, rock, jump, transfer (skills), link (movements), confidence, direction, shapes, spin, land, apparatus (basic), finish control	Walk, run, hop, jump, skip, march, tiptoe, crawl, slide, gallop, climb, balance, forward, backward, sideways, around, over, under, through, near, far, stop, go, fast, slow, quiet, loud, small, big, high, low	Travel, stop, roll, bounce, floor, start, routines, safety, level, balance, rock, jump, transfer (skills), link (movements), confidence, direction, shapes, spin, land, apparatus (basic), finish control	Send, accuracy, power, hands, feet, throw, roll, strike, kick, challenge, equipment, safety	Creatively, body, words, emotions, actions, speed, communicate, ideas, safety, express, pictures, shapes, travel, individual, listen, thoughts, experiment, themes, music, movement, level, partner, vocalise, feedback
Early Identification and Support – Nursery Exit Checkpoint (around age 4) As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps. 1. Can the child move confidently and safely in a range of ways, showing balance, coordination and control when running, climbing, riding wheeled toys and using balls? 2. Can the child hold simple poses, balance on one leg and follow short movement sequences linked to music or rhythm? 3. Can the child choose appropriate ways to move and select suitable resources to carry out their own plan? 4. Can the child work cooperatively with others to move, carry or use large items safely during play and construction? 5. Can the child use a range of onehanded tools with a comfortable, controlled grip and show a clear preference for one hand? 6. Can the child independently manage simple dressing tasks, including putting on coats and using fastenings such as zips?						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Children enter Reception with a range of starting	Securing Control and Consistency Focus: Consistent control, hand strength, and effective tool use Children:		Developing Precision and Fluency Focus: Precision, refinement, and efficient movement Children:		Fluency, Independence and Application Focus: Fluent, independent tool use and application to writing and learning Children:	

points. This progression reflects typical age-related development and will be adapted for children working below or above this level.	• Show increasing hand strength and stability • Use tools with more control and consistency: ◦ pencils, paintbrushes, scissors • Begin to use a more refined grasp (emerging tripod grip) • Demonstrate improved hand–eye coordination • Use two hands effectively: ◦ one to stabilise, one to manipulate • Begin to: ◦ form simple shapes and patterns intentionally Adult Role: • Reinforce correct and efficient tool use through modelling • Provide daily opportunities for: ◦ strength and control activities (not just mark making) • Support development of comfortable, functional grip (not forced perfection) • Break tasks into clear steps (e.g. cutting, drawing) • Maintain a balance of: ◦ structured tasks and playful practice	• Use a secure tripod grip more consistently • Show increased accuracy and control in: ◦ drawing ◦ cutting ◦ construction • Begin to: ◦ form recognisable letters and shapes ◦ control size and direction of marks • Manipulate smaller tools and objects with greater dexterity • Develop fluency in repeated movements Adult Role: • Model and reinforce: ◦ efficient, fluent movements • Provide regular opportunities for: ◦ fine motor repetition with purpose • Support children to: ◦ refine rather than rush outcomes • Give feedback that focuses on: ◦ control and process, not just end result • Ensure tasks are: ◦ engaging, meaningful, and varied	• Use a range of small tools competently and safely • Demonstrate: ◦ consistent tripod grip ◦ fast, accurate and efficient movements • Show developing precision and accuracy in: ◦ drawing ◦ writing ◦ cutting • Maintain control over: ◦ size, direction, and detail • Apply fine motor skills across: ◦ writing ◦ creative tasks ◦ practical activities Adult Role: • Expect children to use tools independently and effectively • Provide opportunities to apply skills in: ◦ meaningful contexts (writing, creating, problem-solving) • Continue to model refinement and efficiency where needed • Intervene lightly: ◦ to extend, not over-correct • Ensure continued access to: ◦ fine motor provision for strength and maintenance
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	Emphasis: <i>Secure control</i> → <i>consistent performance</i> Example: Adult: “Hold your scissors like this... open, close, and follow the line slowly” Child cuts along a simple line with increasing accuracy		Emphasis: <i>Precision develops through repetition and refinement</i> Example: Child forming letters Adult: “Start at the top... down, then across” Child forms a recognisable “T” with control		Emphasis: <i>Fluency</i> → <i>independence</i> → <i>application</i> Example: Child drawing and writing independently Child: “I made a map and labelled it” (Uses controlled drawing, spacing, and recognisable letter formation)	
Gross Motor PE Passport	<u>Object Control</u>	<u>Gymnastics – Flight – Bouncing, Jumping and Landing</u>	<u>Locomotion 1</u>	<u>Invasion Game Skills 1</u>	<u>Net & Wall Games 1</u>	<u>Athletics 1</u>
Vocabulary – exposure and/or understanding	Throw, catch, roll, bounce, kick, stop, push, pull, tap, hold, drop, aim, ball, beanbag, hoop, bat, target, to, from, near, far, forward, backward, high, low	Travel, stop, roll, bounce, floor, start, routines, safety, level, balance, rock, jump, transfer (skills), link (movements), confidence, direction, shapes, spin, land, apparatus (basic), finish control	Walk, run, hop, jump, skip, march, tiptoe, crawl, slide, gallop, climb, balance, forward, backward, sideways, around, over, under, through, near, far, stop, go, fast, slow, quiet, loud, small, big, high, low	Send, receive, bounce, dribble, dodge/evade, attack, defence, communication, teamwork, rules, feelings, behaviour, safety, control, space (limited), confidence	‘Ready’ (position), ‘T’-shape, send, receive, feelings, volley, communication, teamwork, rules, behaviour, control, throw, catch, strike, safety	Space, run, finish, throw, safety, react, start, baton, accuracy, jump, lane, activity/exercise, power
Early Identification and Support – Reception End of Key Stage Assessment						
Early Learning Goals (ELGs) – are they Year 1 ready? As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.						
Fine Motor Skills				Gross Motor Skills		

Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	Children at the expected level of development will: • 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.
At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Physical Development (PD) we aim for our reception pupils to leave: • Show confidence and coordination when running, jumping, hopping, skipping, climbing and changing direction, moving safely around others and obstacles. • Demonstrate developing body strength, balance and agility when using large and small apparatus, navigating space and engaging in energetic play. • Perform linked movement sequences with ease and fluency, showing growing control and grace (e.g., run, jump, land, hop, skip and balance). • Throw, catch, kick, pass and aim balls with increasing confidence, precision and control during individual and group activities. • Use pencils, scissors, paintbrushes and cutlery safely and effectively, holding a pencil in a tripod grip and beginning to form accurate, careful marks. • Sit with a stable, upright posture at a table or on the floor, using core strength to support writing, drawing and focused tasks. • Follow school routines such as lining up, queuing, tidying and mealtimes with increasing independence, self-control and awareness of others.	