

	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Gross Motor	<ul style="list-style-type: none"> • Has good coordination and balance when negotiating equipment and other people. • Moves in different ways. • Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. • Uses trikes and scooters confidently. • Uses brooms to brush and spades to dig in sand and soil. 	<p>I can stand momentarily on one foot when shown.</p> <p>I can catch a large ball.</p> <p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching, or kicking it.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can use suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>I can revise and refine the fundamental movement skills I have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>I can 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.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

			<p>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	
<p>Fine Motor</p>	<ul style="list-style-type: none"> • Can use scissors to make snips and cut lines, holding scissors in one hand. • Can copy some recognisable letter shapes from name. • Holds pencil in fingers rather than a whole hand grasp. • Shows a preference for a dominant hand. • Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). • Can use pincers, tweezers and threading equipment with increasing control and confidence. 	<p>I can use a pincer grasp and begin to use a tripod grasp.</p> <p>I can use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>I can mould and shape modelling materials with fingers and tools.</p> <p>I can draw, representing recognisable objects or shapes in work.</p>	<p>I can use a tripod grasp.</p> <p>I can use scissors to cut around more complex shapes.</p> <p>I can use more difficult tools e.g. a hole punch and stapler.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>