

Physical Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Gross Motor Skills	<ul style="list-style-type: none"> • Start to run confidently and safely. • Can kick a ball. • Can catch a large ball • Can pedal a trike • Can climb confidently 	<ul style="list-style-type: none"> • 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 • Control my whole body and am able to negotiate space and objects. 	<ul style="list-style-type: none"> • Move to music and express myself. • Stop confidently when moving around the environment and can now run safely. • Squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. • Start taking part in some group activities which they make up for myself, or in teams. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<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.
Fine Motor Skills	<ul style="list-style-type: none"> • Can start to turn pages in a book, sometimes several at once. • Can start to show control in holding and using tools like hammers, and mark-making tools. • Starting to use a pincer grip when shown. 	<ul style="list-style-type: none"> • Begins to explore with one handed tools e.g. scissors. • Uses a comfortable grip when using mark making materials. • Shows increasing control over mark making equipment. • Starting to use a pincer grip when shown. • Make connections between my movement and the marks I make. 	<ul style="list-style-type: none"> • Learn how to use a knife and fork. • Can pick up tiny objects using a fine pincer grasp. • 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. • Show a preference for a dominant hand • Make simple models using construction toys. • Starting to use a pincer grip independently. • Starts to form shapes to represent letters from their name. 	<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.