


# Wooler First School

## PD Progress Model for Knowledge and Skills

		Links to KS1 Curriculum	Expectations for Reception (4 – 5 Years)			Expectations for Nursery (3-4yrs) (2-3yrs)			
Gross Motor	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Develops confidence, competence, precision and accuracy when engaging in ball activities	Can throw a ball at a given target		Can throw and catch a small ball or bean bag		Can throw and catch a large ball with both hands		
			Can dribble in and out of targets	Can run whilst controlling ball	Can walk whilst controlling ball	Can kick a large ball at an intended target	Can kick a large ball in a straight line		
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly	Progresses towards a more fluent style of moving	Rides a bike with/without stabiliser	Rides a balance bike, occasionally lifting up their feet		Rides a balance bike, moving their legs alternately		Rides a trike independently	
			Rides a scooter by pushing with their foot and resting both feet on the scooter		Rides a scooter independently, moving one leg backwards and forwards.				
		Develops the overall body strength, co-ordination, balance and agility required for future P.E. sessions	Can walk, run, crawl, climb, hop, jump and skip with increasing control		Can run, hop and climb independently		Begin to hop and skip and hold a pose		Walk, crawl and jump with two feet together on the spot. Begin to jump to move
			Children can sit at a table to take part in activities and eat. Children can sit up straight on the carpet.		Children can sit cross legged for a longer period and sit with good posture at the table.		Children can sit for a short period of time cross legged on the carpet.		
			Can select and use large muscle movements in a chosen activity					Can use large muscle movements to complete an activity when directed	

Fine Motor	<u>Design and Technology:</u> Use a range of tools and equipment to perform practical tasks	Develops small motor skills to use a range of tools competently, safely and confidently	Can use scissors with precision. Uses small tweezers and smaller nuts and bolts. Is able to use other small one-handed tools such as screwdrivers  Uses equipment that requires the coordination of both hand (with precision)		Is beginning to use one handed tools and equipment with greater control.  Uses equipment that requires the coordination of both hand e.g. knife and fork		Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers		
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly	Develops control further and is able to replicate patterns, letters and numbers with ease		Use a comfortable grip with good control Begins to form some recognisable letters/symbols that convey meaning			Begins to make recognisable lines and shapes	Begins to mark make using different media	
		Child recognises their preference for a dominant hand						Beginning to show strength in a particular hand	No hand dominance
		Tidies up, takes jumper off if hot and puts it on if cold		Ensures they are eating enough food and drinking enough water	Blows their nose, disposing of the tissue and sanitising	Uses the toilet and wipes themselves		Washes their hands independently	