

Physical Development Checkpoints - Reception

Checkpoint	Physical Development - Gross Motor Skills	Physical Development - Fine Motor Skills	Other (self-care/health)
September	<p>Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet.</p> <p>Stops or attempts to avoid obstacles when running.</p> <p>Explores and uses climbing equipment, with a little adult support at challenging parts.</p>	<p>Uses a spoon or fork to eat independently.</p> <p>Uses mark-making tools such as paintbrushes, pens and chalk.</p> <p>Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).</p> <p>Has developed a dominant hand.</p> <p>Cuts straight lines with scissors/snippers.</p> <p>Draws circles, horizontal/vertical lines.</p>	<p>Washes hands with adult supervising/prompting.</p> <p>Uses the toilet independently.</p>
Christmas	<p>Begins to run with more fluency, avoiding obstacles.</p> <p>Explores and develops confidence in different ways of moving, e.g. hopping.</p> <p>Independently uses climbing equipment, e.g. the trim trail.</p> <p>Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</p>	<p>Uses a spoon or fork to eat with increased control and independence.</p> <p>Forms the pre-writing shapes.</p> <p>Forms all the letters of their names correctly.</p> <p>Forms recognisable letters for the full alphabet.</p> <p>Uses an effective (non-palmer pencil grip)</p> <p>Uses scissors to cut out a simple shape independently, e.g. circle/square.</p> <p>Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</p>	<p>Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p> <p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>
Easter	<p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Uses climbing equipment with confidence and enjoyment.</p> <p>Demonstrates good posture when working on table-top activities.</p> <p>Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p>	<p>Uses a knife and fork, attempting to cut soft foods.</p> <p>Forms all letters of the alphabet with correct formation.</p> <p>Working towards or using a tripod grip.</p> <p>Uses scissors with effective hand-positioning and with control.</p> <p>Adds detail to drawings, e.g. eyelashes or windows on a house.</p>	<p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom).</p> <p>Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</p> <p>Discusses the effects of tiredness or lack of sleep.</p> <p>Discusses simple healthy food choices.</p>
EOY incl. ELG	<p>ELG - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>ELG - Demonstrates strength, balance and coordination when playing.</p> <p>ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing</p>	<p>NO ELG</p> <p>Discusses the effect exercise/activity has on their body.</p> <p>Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>

<p>Those working in Greater Depth may...</p>	<p>Shows precision in movements (e.g. gymnastics) and excellent body control. Shows strength and power when jumping, throwing etc. Links series of movements fluently and confidently, e.g. in Dance. Engages in energetic and challenging physical activity through choice and with pleasure.</p>	<p>Sits writing on or line and begin to show clear ascenders/descenders. Able to control the size of their letters/numbers. Uses a knife and fork together confidently to cut food. Draws detailed pictures. Can do/undo buttons and zips.</p>	<p>Knows why some foods are healthier, e.g. mentions nutrients, growth etc. Describes the effects of poor oral hygiene (e.g. cavities), lack of sleep (e.g. poor concentration and mood) and unhealthy food choices in more depth. Makes considered healthy choices and talks about their physical health with understanding of how we influence it.</p>
<p>Vocabulary</p>	<p>Travel, control, speed, safely, height, stable, steady. Throw, catch, bean bag, hoop, cone, target.</p>	<p>Letter, sound, write, right handed, left handed, grip, scissors, detail, cutlery, knife, fork, spoon. ascender, desender, size.</p>	<p>Wash, soap, dry, thoroughly, health/healthy, unhealthy, exercise, sweat, heart beat, breathing, Germs, dirt, plaque, rot, toothpaste, tongue, dentist, rest, sleep, nap, routine, night, hours, grumpy, sad, energy.</p>
<p>Skills</p>	<p>Running, walking, climbing, crawling, hopping and jumping with control, purpose and confidence, avoiding obstacles. Sits at a table using good posture and developing hand, eye coordination.</p>	<p>Can use and manipulate and control small single-handed tools and equipment including scissors, writing equipment and cutlery. Uses anticlockwise movement and retrace vertical lines. Can fasten/undo zips and buttons. Notice detail in objects and add it to their own representations.</p>	<p>To use the toilet and wash their hands effectively and independently and understand the importance of that. Recognise that some foods are not as good for our health as others. To know what a good bedtime routine and the importance of it. How to look after their oral health through eating habits and cleaning. To know features of a healthy lifestyle.</p>