

## EYFS Physical Development progression - Gross Motor

### Birth - 12months

Gradually develops ability to hold up own head.  
 When lying on tummy, becomes able to lift first head and then chest, supporting self with forearms and then straight arms.  
 Rolls over from back to side, then back again.  
 Develops roll from back right through to front.  
 Starts to creep (belly crawl commando-style).

#### Observation check point:

#### How adults/environment can facilitate mark-making development:

Adults: Give babies plenty of supervised floor time (on back and tummy) to move freely. Encourage rolling, reaching, and pushing up with arms.  
 Environment: Provide safe, warm, flat spaces (blanket, mat, grass). Limit time in seats/containers. Offer simple objects to reach, stretch, and grasp.

### 12-18 months

Belly crawling moves into crawling up on hands and knees.  
 Becomes adept at changing position from crawling to sitting.  
 Pulls to standing from crawling, holding onto furniture or person.  
 Walks around furniture lifting one foot and stepping sideways (cruising).  
 Starts walking independently on firm/uneven surfaces.  
 Climbs inside, underneath, into corners, and between objects.

#### Observation check point:

#### How adults/environment can facilitate mark-making development:

Adults: Encourage crawling, pulling to stand, and early walking by being close and supportive. Let babies practise climbing, pushing, and pulling.  
 Environment: Provide low-level surfaces, sturdy push-along toys, tunnels, cushions, and outdoor uneven ground to explore. Ensure lots of time for free movement.

### 18-24 months

Develops security in walking upright using feet alternately; can run short distances.  
 Walks upstairs holding rail or hand of adult.  
 Changes position from standing to squatting and sitting with little effort.  
 Can walk considerable distance with purpose, stopping, starting, and changing direction.

#### Observation check point:

#### How adults/environment can facilitate mark-making development:

<p>Adults: Support toddlers to walk with purpose, change direction, climb safely, and practise big movements (spinning, swaying, jumping).            Environment: Clear spaces for energetic play, wheeled toys (trikes, push carts), slopes, and opportunities for running, climbing, and balancing outdoors.</p>					
2-3 years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kicks a stationary ball with either foot, throws a ball with increasing force and starts to catch a large ball by using two hands and their chest to trap it.	Sits up from lying down, stands up from sitting, squats with steadiness, and rises to feet without using hands.	Uses push-along wheeled toys with increasing skill such as pedalling, balancing, holding handlebars on a tricycle.	Moves in response to music or rhythms played on instruments such as clapping and stamping.	Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Shows increasing control of large movements such as jumping into the air with both feet leaving the floor and jumping forward a small distance.	Walks, runs, and climbs on different levels and surfaces. Jumps into the air with both feet leaving the floor and can jump forward. Begins to understand and choose different ways of moving.
Observation check point:					
How adults/environment can facilitate mark-making development:					
<p>Adults: Encourage walking, running, jumping, and climbing on different levels. Model and support ball skills (kicking, throwing, catching).            Environment: Provide access to steps, climbing frames, wheeled toys (trikes, scooters), large play equipment, and outdoor areas with varied surfaces.</p>					
3-4 Years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Runs with spatial awareness and negotiates space successfully, adjusting speed/direction to avoid obstacles. Can grasp and release with two hands to throw and catch a large ball, beanbag or object.	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise.	Creates lines and circles pivoting from the shoulder and elbow. Manipulates a range of tools/equipment in one hand (e.g. ribbons, scarves, paintbrushes).	Walks down steps/slopes whilst carrying a small object, maintaining balance and stability. Runs with spatial awareness adjusting actions to context.	Start taking part in some group activities which they make up for themselves or in teams. Skip, hop, stand on one leg and hold a pose for games like musical statues.	Choose the right resources to carry out their own plan (e.g. choose a space to enlarge a small hole they dug with their trowel). Collaborate with others to manage large items (e.g. moving along a plank safely or carrying hollow blocks). Increasingly able to use and remember sequences and patterns of

					movements linked to music and rhythm.
Observation check point:					
How adults/environment can facilitate mark-making development:					
Adults: Teach children to balance, climb with alternate feet, and take part in group movement games. Support skipping, hopping, and ball games. Environment: Offer balls, hoops, cones, and climbing apparatus. Provide safe spaces for running and negotiating space with others.					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.	Use core muscle strength to achieve a good posture when sitting at a table ready to eat. Confidently and safely use a range of large and small apparatus inside and outside. Develop overall body strength, balance, coordination, and agility.	Further develop and refine a range of ball skills including passing, throwing, and kicking. Develop the skills they need with increasing independence to manage the school day (lining up, mealtimes, hygiene).	Progress towards a more fluent style of moving with developing control and grace. Develop overall body strength, coordination, balance, and agility to engage successfully with PE and other physical disciplines such as gymnastics.	Combine different movements with ease and fluency. Develop confidence, precision, and accuracy when engaging in activities involving a ball.	Know and talk about different factors that support health (healthy eating, toothbrushing, sensible screen time, safe pedestrian).
Observation checkpoint on entry/baseline: Can the child answer simple why questions?					
How adults/environment can facilitate mark-making development:					
Adults: Guide children to refine and combine movements (rolling, crawling, jumping, hopping, skipping). Encourage safe risk-taking in climbing, balancing, and chasing games. Environment: Provide large outdoor equipment, ropes, swings, and obstacle-style courses. Ensure varied apparatus for climbing, balancing, and ball skills.					
ELG					
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.					

## EYFS Physical Development progression - Fine Motor

### Birth - 12months

Reaches out for, touches and begins to hold objects, developing ability to release grasp.

Explores objects with mouth, picking up an object and holding it to the mouth.

Try a wider range of food with different tastes and textures (consider NHS guidance and let parents lead with food introductions to ensure allergies are met prior to attending nursery).

Observation check point: Can the baby pick up something smaller (in line with age/safety guidance for materials/toys in the room) with their first finger and thumb e.g. a piece of food.

How adults/environment can facilitate mark-making development:

#### Adults:

- Offer small objects to grasp and release.
- Encourage reaching and mouthing safely.
- Support tummy time for pushing up and weight-bearing through arms.

#### Environment:

- Provide safe floor space with soft toys to hold, shake, or squeeze.
- Use everyday items for grasping (rattles, cloths, soft spoons).

### 12-18 months

Picks up objects in palmar grip, shakes, waves, bangs, pulls and tugs them between two hands.

Sits unsupported on floor, hands free to manipulate objects.

Points with first finger.

Starts to throw and release objects overarm.

Pass objects from one hand to another.

#### 1 to 2 Years Old: Fisted grasp or Palmar Supinate Grasp



- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light scribbles are produced with this pencil grip.

Observation check point: Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

How adults/environment can facilitate mark-making development:

#### Adults:

- Encourage picking up, banging, stacking, and dropping objects.
- Support early feeding with finger foods and open cups.

- Model simple hand actions like pointing or clapping.

**Environment:**

- Provide varied textures (sand, water, dough, paint) to scoop, squeeze, and poke.
- Offer sturdy objects to pull, push, and carry.

18-24 months

Hands start to operate independently in tasks, each doing something different (e.g. holding a block in one hand, steadying another block with the other). When holding crayons/chalks, makes connections between movement and the marks they make.

Observation check point:

Around their 2<sup>nd</sup> birthday, can the toddler run well?

How adults/environment can facilitate mark-making development:

**Adults:**

- Encourage using both hands together for different tasks (e.g. building, holding).
- Support scribbling and early mark-making.
- Offer simple finger rhymes and hand-action games.

**Environment:**

- Provide chunky crayons, chalks, and large mark-making tools.
- Offer construction toys and puzzles with large pieces.

2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children begin to use hands with more purpose, exploring tools and simple mark-making resources.	Early control shown when holding and experimenting with different tools (paintbrushes, crayons, hammers). Holds mark-making tools with thumb and all fingers (palmar grip developing into digital pronate grasp).	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark-making tools. Improved hand-eye coordination when using everyday tools and creative resources.	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars. Fine motor control supports self-help skills (feeding, dressing) and increased independence.	Begins to show preference for a dominant hand and/or leg/foot. Continues to refine manipulation of tools, beginning to use one hand more consistently for tasks and develop a pincer grip.	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars. Fine motor control supports self-help skills (feeding, dressing) and increased independence.

Observation check point:

### 2 to 3 Years Old: Digital Pronate Grasp



- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

Around their 2<sup>nd</sup> birthday, can the toddler kick a ball and jump with both feet off the ground at the same time?

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can support by encouraging them to scoot on sit-down trikes and jump up

on soft play equipment.

How adults/environment can facilitate mark-making development:

#### Adults:

- Support holding tools with thumb and fingers.
- Encourage turning pages, building towers, and using two hands together.
- Give opportunities for independence in feeding and dressing.

#### Environment:

- Provide simple tools and instruments (spoons, brushes, jugs, hammers).
- Offer resources for both large movements and precision (stacking, threading).

### 3-4 Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creates lines and circles pivoting from the shoulder and elbow. Early preference for dominant hand begins to emerge as children experiment with controlled mark-making.	Manipulates a range of tools and equipment in one hand, such as paintbrushes, scissors, hairbrushes, toothbrush. Increasing independence in personal care routines (toothbrushing, hair brushing) supports fine motor strength and coordination.	Uses both hands together (grasp and release) to throw and catch a large ball, beanbag, or object – building bilateral coordination needed for cutlery use. Begins to use a knife and fork with adult support.	Start to eat independently and use a knife and fork with growing independence. Manipulates tools and objects with increasing control, supporting dressing skills (e.g. fastening zips, handling buttons).	Manipulates tools with growing precision (scissors, paintbrushes), practising cutting and shaping.	Continues refining fine motor control, showing readiness for pre-writing skills and applying independence to self-care choices.

Observation check point: Around their 3<sup>rd</sup> birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

Note: look out for children who appear to be overweight, underweight or to have poor dental health where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

### 3 to 4 Years Old: Four-Finger Grasp



- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

How adults/environment can facilitate mark-making development:

#### Adults:

- Model using one-handed tools (scissors, brushes).
- Encourage independence in self-care (teeth brushing, zips, buttons).
- Support activities requiring coordination, e.g. cutting or threading.

#### Environment:

- Provide a variety of one-handed tools and safe materials to cut, snip, and shape.
- Offer open-ended mark-making and small-scale building resources.

### 4-5 Years - Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Develop small motor skills to use a range of tools safely and confidently (knives, forks, spoons, pencils, paintbrushes, scissors). Use simple tools to effect changes to materials	Handle tools, objects, construction and malleable materials safely with increasing control and intention. Continue to use and develop mark-making with dominant hand.	Begin to develop the foundations of a handwriting style which is fast, accurate, and efficient. Begin to use anticlockwise movement and retrace vertical lines.	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Continue improving accuracy and control with fine motor tasks (cutting, threading, shaping materials).	Continue to develop tripod grip, ensuring it is comfortable and used consistently. Develop stamina for writing and tool use (sustained pencil control, scissor use, using cutlery independently).	Consolidate fine motor independence: confidently use tools across learning (writing, art, construction, self-care). Form recognisable letters independently and with accuracy, embedding handwriting fluency.

Observation checkpoint on entry/baseline: Note: where children have not previously been to our setting, look out for children who appear to be overweight, underweight or to have poor dental health where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and this can be referred to the school nurse after discussion with parents. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

How adults/environment can facilitate mark-making development:

**Adults:**

- Encourage using a comfortable grip with pencils and mark-making tools.
- Support control for writing letters and using scissors safely.
- Promote independence with cutlery, dressing, and daily self-care.

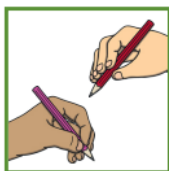
**Environment:**

- Provide fine motor stations (scissors, tweezers, threading, construction).
- Offer opportunities for handwriting practice with varied writing tools.
- Ensure malleable materials (clay, dough) for strengthening hand muscles.

**ELG**

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.

**4 to 6 Years Old: Static Tripod Grasp or Static Quadropod Grasp**



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.