

Meadow View Primary EYFS FS0 Progress Curriculum in Physical Development

	Milestone 1 Components	Milestone 2 Components
	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements. • Clap and stamp to music. • Use a scooter or ride a tricycle. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 	<ul style="list-style-type: none"> • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.
	Universal Pathway	
	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway 'scaffolding up to access inclusive curriculum'		
	*Additional fine motor activities *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Additional fine motor activities *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Composite: Have the necessary skills and development to begin to be able to handle tools and writing implements effectively. Begin to take risks and develop understanding of safety away with support from an adult.		

Meadow View Primary EYFS FS1 Progress Curriculum in Physical Development

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> Hold a pencil with a chosen, comfortable grip. Beginning to be independent with self-care. Sit at a table for adult-led tasks with reminders on posture Begin to experiment with a range of tools. Begin to build confidence with moving in different ways Explore the outdoor area, becoming familiar with different elements (DM) Develop a dominant hand Begin to pedal a trike around the bike park Become familiar with Forest School with adult support Put on coat with adult support 	<ul style="list-style-type: none"> Begin to practise using a static tripod grip Sit at a table for adult-led tasks with mostly-correct posture Begin to manipulate scissors with some success with support Begin to trace a name card with increasing control. Show increasing confidence with moving in different ways. Show increasing control with a range of tools. Use dominant hand (DM) Using pedals on a trike with increasing control Ask confidently for the toilet and attempt to put on own coat Begin to use different movements in areas of Forest School – running, climbing, rolling – with adult support 	<ul style="list-style-type: none"> Practise using a static tripod grip in most cases Continue to practise manipulating scissors with confidence (DM) Be independent in self care (DM) Rehearse and refine movements and control in Forest School, moving in different ways, with adult support. Pedal a trike with control
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway 'scaffolding up to access inclusive curriculum'		
<ul style="list-style-type: none"> *Additional name tracing practice *Additional fine motor activities *Initiate contact with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Additional name tracing practice *Additional fine motor activities *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Additional name tracing practice *Additional fine motor activities *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
<ul style="list-style-type: none"> *Initiate discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<p>Composite: Have the necessary skills and development to begin to be able to handle tools and writing implements effectively and with a correct grip. Begin to take risks and develop understanding of safety away from an adult. Begin to use a trike with strength and control.</p>		

Meadow View Primary EYFS FS2 Progress Curriculum in Physical Development

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> Work towards a static tripod grip Sit at a table for adult-led tasks with reminders on posture Form a small number of letters with increased accuracy Freely experiment with a range of tools – including for writing and drawing - with an increasing confidence Manipulate scissors with some success on a simple template Revise movements outdoors (DM) Develop understanding of being safe in a range of situations Continue to develop strength in pedalling a trike with control around the bike park Explore Forest School with some independence from an adult 	<ul style="list-style-type: none"> Advancing confidence towards a static tripod grip Use a knife and fork with independence to cut some foods Sit at a table for adult-led tasks with mostly-correct posture (DM) Manipulate scissors and other tools with some success on a more complex template Increase dexterity with small tools Develop ball skills Explore obstacle courses Join in with a simple team game Take risks in climbing trees, negotiating the banking in Forest School 	<ul style="list-style-type: none"> Using a static tripod grip in most cases Manipulate scissors and other tools with confidence (DM) Most letters formed correctly Develop efficient and accurate handwriting (DM) Refine ball skills (DM) Begin to pedal a 2 wheeled bike Know and be able to talk about different factors in health and wellbeing (DM) Join in with and understand a small number of team games Initiate activities in Forest School using knowledge of risk
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway – 'scaffolding up to access inclusive curriculum'		
*Additional name writing practice *Additional handwriting/ letter formation activities *Adult support with scissor skills *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Additional handwriting/ letter formation activities *Adult support with scissor skills *Additional support with knife and fork skills *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Additional handwriting/ letter formation activities *Adult supervision with scissor skills *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
*Initiate discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Final Milestone ELG Composite *Negotiate space and obstacles safely *Demonstrate strength, balance and coordination *Move energetically *Hold a pencil effectively *Use a range of small tools *Begin to show accuracy and care when drawing		