

EYFS Fundamental Movement Skills Progression Check Point Document 2022

	Areas of Learning	NURSERY				RECEPTION			
		From 3 years			End of Nursery	Baseline	End of Autumn	End of Spring	Wider ELG Outcomes
Physical Ddevelopment	Gross Motor Skills	Locomotion Runs safely with awareness of others.	Locomotion Runs in a range of directions with increased confidence	Locomotion Can slow down and speed up dodging other while running	Locomotion Goes up and down steps using alternate feet.	Locomotion Can climb/maintain balance for sustained periods at height with confidence	Locomotion Climb vertically and horizontally across the wall bars, hanging/bracing for a sustained period	Continue to revisit/master locomotor, stability and object control skills/movements with increased competency in preparation to access NCPE at KS1:	Physical Development - Gross Motor Skills ELG - 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. Personal, Social and Emotional Development Self-Regulation ELG –Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
		Jumps from low level obstacles with support	Can navigate obstacles with increased confidence with little/no support	Can combine jumping skills to travel with increased speed	Can run and avoid others by changing direction at increased speed	Can climb over/under objects, twisting and rotating body	Show increased proficiency navigating obstacle courses, stretching, tucking, hopping, balancing and pivoting	Examples: Locomotion balancing, stretching, extending, flexing, landing, floating, stopping, twisting, turning, rotating, pivoting, bending, hanging, bracing, tucking, rolling, swinging and squatting	
		Climbs along wall bars at low level		Can travel in a range of directions jumping/hopping	Climbs/ holds own body weight by stretching/swinging/bracing	Using own body weight to pull/ or manoeuvre i.e. scooter board-pulling/pushing			
		Crawls/slides through and/or along apparatus	Stability Can mount a balance bike and walk forward.	Stability Jump/ and land with increasing balance	Stability Use a balance bike with increased proficiency/some gliding	Stability Runs at speed, changes direction to avoid a person or object			
		Stability Climbs up and down apparatus- two feet on each step.	Navigate basic balance courses with support	Travels across a beam/apparatus independently.	Accesses obstacle/ balance courses with increased confidence	Travel across, over and through a range of apparatus with confidence.	Glides on a balance bike with increased coordination/ beginning to access a pedal bike	Stability walking, running, bounding, hopping, leaping, jumping (height), jumping (distance), rolling, galloping, climbing, sliding, skipping, jogging, skating, sliding, swinging, crawling and dodging	
		Shows basic balance along an obstacle-walking	Adjusts their speed appropriately to maintain control.	Jumps from a safe height holding an adult's hand	Object control Demonstrates increased speed/coordination and control when steering/pushing/trapping and stopping an object or ball	Object control Uses implements to strike, steer, trap and send an	Change speed and movement type to accelerate and decelerate/avoiding others		
		Object control Shows some control pulling/steering/directing and object	Object control Begins to catch a large ball and send/direct towards a target	Object control Striking/kicking objects with increased strength accuracy		Object control Catch/collect and throw with increased accuracy	Apply skills in strike, steer, trap and send an object with increased speed and with good judgement/control	Object control sending- pushing, throwing, bouncing, kicking, punting, rolling an object, striking an object and rolling. Examples of receiving: pulling, catching, stopping and trapping. Travelling/dribbling (feet), dribbling (hands), dribbling (stick), carrying (hands), bouncing and collecting	
		Kicks/ strikes/pushes a stationary ball with an implement		Can use feet/hands/ bat/stick/implement to manipulate/steer a ball or objects direction	Use both dominant and non dominant hand	Fundamental movement skills acquired: Jumping, running, climbing, striking, kicking, dodging, climbing, etc. although won't all be proficient.	Continue to refine the use of both dominant and non dominant hand		
		May show preference of dominant hand/foot					Use both dominant and non dominant hand		

The following document should be used a guide. The key points outlined in this document are not an exhaustive list nor should they be used as a tick list.

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