

Firs Primary School

Nursery to Reception Knowledge progression

2026-2027

2 Year Old Communication and Language Knowledge progression.

Children develop understanding through explicit teaching, stories, meaningful talk and play .

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 1
Listening and Understanding	- Familiar words have meaning. - Familiar voices and sounds can get our attention. - Familiar songs, rhymes and stories have repeated words, sounds and actions. - Words and gestures can tell us what is happening or what to do	- Listening helps us understand what other people are saying. - Familiar words and simple sentences communicate meaning. - Familiar songs and rhymes contain repeated words and patterns. - Words, gestures and routines can help us understand simple instructions.	- Stories contain familiar people, objects and events. - Spoken words can tell us what to do. - Question words such as who, what and where ask us about different things. - Familiar songs, rhymes and stories contain words and phrases we can join in with	- Listening helps us understand words, instructions and simple information. - Familiar stories, songs and rhymes can be listened to and joined in with. - Simple instructions tell us what to do. - Questions can be used to find out about familiar people, objects and experiences - Listening to another person helps us to understand what they are saying.
Vocabulary development	- Familiar people and objects have names. - Words can communicate meaning. - The same words can be heard and used again during familiar routines and play.	- People, objects and actions have names. - Action words tell us what someone or something is doing. - Describing words give us information about people, objects and experiences.	- Words can describe familiar people, objects, actions and experiences and events. - Some positional words tell us where something is. - New words can be learned through stories, play and interactions.	- Words can name and describe familiar people, objects, actions, experiences and events. - Action and describing words give us more information. - Positional words tell us where things are. - New words can be learned and used during familiar experiences and play.
Speaking and Oracy	- Sounds, gestures and words can communicate what we want and need. - Words can be combined to communicate more meaning. - Other people can respond when we communicate with them.	- Words can be used for different purposes, such as asking, telling and commenting. - Combining words helps us communicate meaning. - Talking involves listening and responding to another person.	- Short phrases and sentences can communicate ideas and experiences. - We can use words to talk about familiar people, objects, experiences and events. - Questions can help us find things out. - Talk can be used during play with other people.	- Words and sentences help us communicate our wants, needs, interests and ideas. - We can use talk to communicate about familiar people and experiences. - Questions can be used to find something out. - Conversation involves listening and responding to other people

Nursery 1 Communication and Language Knowledge progression.

Children develop understanding through explicit teaching, stories, meaningful talk and play .

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 1
Listening and Understanding	- Familiar words and sentences communicate meaning - Listening helps us understand what another person is saying. - Familiar songs and rhymes contain words and repeated patterns.	- Listening helps us understand instructions and information. - People take turns to listen and communicate. - Familiar stories and rhymes contain repeated words and phrases.	- Stories contain characters and a sequence of events. - Different question words ask for different information. - Instructions can contain more than one important piece of information.	- Spoken language can give instructions, information and ideas. - Conversation involves listening and taking turns to speak. - Stories and experiences can be remembered and discussed. - The order of information in an instruction tells us what to do. - Listening carefully helps us to remember important information.
Vocabulary development	- Familiar people, objects and actions have names. - Some positional words tell us where things are - Describing words provide information	- Action words describe what people or objects do. - Positional and descriptive words give us more information. - New words can be learned through stories, play and interactions.	- Action words describe what someone or something is doing. - Descriptive and positional words add information. - Words can describe sequence and experiences.	- Descriptive words provide more information about people, objects and events. - Sequencing words communicate order. - New vocabulary can be understood and used in different contexts.
Speaking and Oracy	- Words can be combined to communicate meaning. - Talk can communicate wants, needs and interests. - We can use words to talk about familiar people and things - Questions can be used to find something out.	- Sentences combine words to communicate an idea. - Talk can be used to share experiences, preferences and ideas - Talk helps us communicate with others during play.	- Events can be talked about in an order. - Joining words connect ideas. - Talk can describe things that have happened. - Different questions can be used to find out different information.	- Sentences can communicate increasingly detailed ideas and experiences. - Events can be described in a simple sequence. - Joining words connect ideas. - Different types of questions have different purposes. - Talk can be used to organise play with others.

Nursery 2 Communication and Language Knowledge progression

Children develop understanding through explicit teaching, stories, meaningful talk and play.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 2
Listening and Understanding	- Spoken language can give instructions, information and ideas. - Conversation involves listening and taking turns to speak. - Stories and experiences can be remembered and discussed. - The order of information in an instruction tells us what to do.	- Instructions can contain more than one part and need to be followed in order. - Listening helps us understand and remember information. - Stories and experiences have a sequence of events. - Conversations involve listening and responding to others. - Question words tell us what type of information is being asked for	- Listening carefully helps us understand what others mean. - Events and information can be remembered and talked about in order. - Information we hear can be remembered and used. - Conversations involve listening, responding to ideas and taking turns. - Different questions require different kinds of responses. - Stories give clues about what might happen next.	- Listening carefully in different situations helps to find out information, follow instructions and join conversations. - Discussions involve listening, taking turns and responding to what others say. - Different question words ask for different types of information. - Instructions can contain several pieces of information that need to be remembered. - What we hear can be used to make an appropriate response. - Questions such as why and how ask us to give reasons and explanations. - Information books help us learn new facts and information.
Vocabulary development	- Descriptive words provide more information about people, objects and events. - Sequencing words communicate order. - New vocabulary can be understood and used in different contexts.	- New words can be learned through stories, conversations and experiences. - Descriptive words give more precise information. - Sequencing words help communicate events in order. - Question words have different purposes.	- A growing vocabulary helps us describe and explain ideas more precisely. - Words can describe similarities and differences - Vocabulary can be used to describe events, experiences and ideas. - New words can be remembered and reused in different contexts.	- The meaning of new vocabulary can be learned through stories, conversations and experiences. - Vocabulary can be chosen to describe and explain ideas more precisely. - Sequencing and descriptive language help communicate increasingly detailed information. - Vocabulary learned in one context can be applied in another

Nursery 2 Communication and Language Knowledge progression

Children develop understanding through explicit teaching, stories, meaningful talk and play .

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 2
Speaking and Oracy	• Sentences can communicate increasingly detailed ideas and experiences. • Events can be described in a simple sequence. • Joining words connect ideas. • Different types of questions have different purposes. • Talk can be used to organise play with others.	• Longer sentences communicate more detailed information. • Events can be retold in an order. • Describing words help other people understand what we mean. • Questions can be used to find out different information. • Talk helps develop shared play and ideas.	• Joining words connect and extend ideas. • Stories can be retold using important events and language. • Talk can be used to explain thoughts and experiences. • Conversation involves responding to what another person has said. • Talk can help organise play and solve simple problems. • Talk can explain why something happened	• Full sentences help communicate ideas clearly. • Vocabulary learned through stories and experiences can be reused when speaking. • Talk can be used to explain thoughts, feelings and events. • Language can be used to negotiate and solve problems with others. • Stories and experiences can be retold using key language and events. • Answering why and how questions explains our thinking .

Reception Communication and Language Knowledge progression.

Children develop understanding through explicit teaching, stories, meaningful talk and play .

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Listening and Understanding	- Listening carefully in different situations helps to find out information, follow instructions and join conversations. - Discussions involve listening, taking turns and responding to what others say. - Different question words ask for different types of information. - Instructions can contain several pieces of information that need to be remembered. - What we hear can be used to make an appropriate response. - Questions such as why and how ask us to give reasons and explanations.	- Asking questions helps us to understand information more clearly. - Questions such as why and how helps us to find reasons and explanations - Listening helps solve problems. - Listening carefully helps us remember important information - Information can be gathered through conversation, stories and discussion.	- Listening carefully helps us understand the characters, settings and events in stories - Listening helps us understand stories, information texts and discussions - Stories give clues about what characters might do, feel or say next. - Context helps us understand unfamiliar words. - Conversations involve building on others' ideas.	- Effective communication involves listening, thinking and responding. - Information from stories, discussion and information texts can be remembered and used. - What we hear can be interpreted differently depending on the context - Questions help clarify understanding. - Other people's ideas can be built on during discussion. - Listening helps us to understand different viewpoints and ideas
Vocabulary development	- The meaning of new vocabulary can be learned through stories, conversations and experiences. - Vocabulary can be chosen to describe and explain ideas more precisely. - Sequencing and descriptive language help communicate increasingly detailed information. - Vocabulary learned in one context can be applied in another - Information books can teach us new facts and vocabulary.	- Stories and information help us learn new vocabulary - Using new vocabulary helps us explain our learning. - Words can have similar or related meanings - Some words are chosen because they communicate our ideas more clearly.	- Recently taught vocabulary can be used across different contexts. - Different subjects introduce different vocabulary. - New words can be introduced through the context in which they are used. - Vocabulary can be used to compare, explain and describe ideas in greater detail.	- Vocabulary changes depending on audience and purpose. - Different words can be chosen depending on who we are speaking to and why - Choosing precise vocabulary helps others understand our ideas. - Vocabulary learned in one context can be applied in another. - A wide vocabulary helps us explain, discuss and communicate effectively

Reception Communication and Language Knowledge progression.

Children develop understanding through explicit teaching, stories, meaningful talk and play .

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Speaking and Oracy	• Full sentences help communicate ideas clearly. • Vocabulary learned through stories and experiences can be reused when speaking. • Talk can be used to explain thoughts, feelings and events. • Language can be used to negotiate and solve problems with others. • Stories and experiences can be retold using key language and events. • Answering why and how questions explains our thinking.	• Different words help us describe people, places and events • Language helps us to explain and justify ideas. • Questions extend thinking. • Reasons can be used to explain our choices and opinions. • Talk helps us to solve problems collaboratively.	• Stories have characters, settings and events that can be remembered, retold and adapted in different ways. • We can respectfully agree, disagree and add to someone else's ideas. • Different questions encourage us to think, explain and reason. • Reasons can be explained using conjunctions. • Good conversations build on others' ideas. • Role play helps us practise new language and communication skills.	• Stories can be told, adapted and created for different audiences and purposes. • We change the way we speak depending on who we are talking to and why. • Past, present and future tense communicate time. • Conjunctions connect ideas. • Speaking is used to explain, discuss and justify ideas using reason. • Language can be used to justify ideas and solve problems collaboratively. • Talk can be used to share learning, persuade others using reason and communicate ideas clearly.

2 Year Old Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of Year
Managing emotions/Self regulation	- We have different feelings. - Familiar adults can help us when we are upset. - Familiar routines help us feel safe and know what is happening.	- Trusted adults can comfort and help us when we are upset. - Familiar routines help us know what happens next. - Simple boundaries help keep us safe.	- Feelings can be communicated through our face, body, actions and words. - Trusted adults can help us manage strong feelings. - Sometimes we need to wait or cope with small changes.	- We have feelings and can communicate them in different ways. - Trusted adults can help us when we need comfort or support. - Familiar routines help us know what is happening next
Sense of self/Managing self	- We have things we like and dislike. - We have needs that we can communicate to others. - We can begin to do some things for ourselves	- We can make simple choices. - We can communicate what we want and need. - We can try familiar things for ourselves.	- We can make choices about what we do and play with. - We can do more familiar things for ourselves. - Adults can help us when we need support.	- Everyone has their own needs and preferences. - We can make choices. - We can try to do familiar things for ourselves and seek help when we need it
Making relationships/ Building relationships	- Familiar adults can help us feel safe and cared for. - Other children can play near and alongside us. - We can show interest in what other people are doing.	- We can play alongside other children. - We can communicate and interact with other people. - Watching and copying others can help us join in.	- We can begin to play with other children. - Playing together sometimes involves waiting and taking turns. - Other people have feelings and needs too.	- We can play alongside and begin to play with other children. - We can communicate and interact with familiar adults and children. - Other people have feelings and needs.

Nursery 1 Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 1
Managing emotions/Self regulation	- We have feelings even if we cannot name them. - Trusted adults can help us when we are upset. - Familiar routines help us know what is happening next.	- We can name feelings happy, sad, angry and worried. - Simple rules help us know what to do. - Sometimes we need to wait. - Adults can help us manage strong feelings.	- Feelings have names. - Different things can make us feel different ways. - Simple strategies can help us begin to calm down	- Different situations can cause different feelings. - Our behaviour can affect other people. - Familiar strategies can help us manage our feelings and behaviour.
Sense of self/Managing self	- Adults help us feel safe and cared for. - Everyone has their own needs and preferences. - We can begin to do some things for ourselves.	- We can make simple choices - Trying things for ourselves helps us become independent. - Adults can help us when we need it.	- Familiar routines help us do things more independently. - We can ask for help when we need it. - Some things are safe and some things may hurt us.	- We can do an increasing number of familiar things for ourselves. - Asking for help keeps us safe when we need support. - Simple choices help us look after ourselves and our belongings.
Making relationships/ Building relationships	- Familiar adults can help us feel safe. - Other children can play near us. - Kind and gentle actions help others feel safe	- Playing together sometimes involves waiting and taking turns. - Other people have needs as well as me. - Adults can help us solve problems during play.	- Other people have feelings too. - Friends can play and do things together. - Sharing and taking turns help us play together.	- Kind actions help us build relationships. - Other people may feel differently from us. - Cooperating helps us play together. - Adults can help us solve simple disagreements

Nursery 2 Personal, Social and Emotional Development Knowledge progression



Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 2
Managing emotions/Self regulation	- Different situations can cause different feelings. - Our behaviour can affect other people. - Familiar strategies can help us manage our feelings and behaviour.	- Feelings can change. - Strong feelings can be managed with support. - Talking about a problem can help us solve it.	- Feelings can have different causes. - Different strategies can help us manage different feelings. - Our choices affect what happens next	- We can talk about why we feel different emotions - Our choices and behaviour affect ourselves and others. - We can choose strategies to help regulate our emotions. - Stopping and thinking can help us to make better choices. - Talking can help us solve problems.
Sense of self/Managing self	- We can do an increasing number of familiar things for ourselves. - Asking for help keeps us safe when we need support. - Simple choices help us look after ourselves and our belongings.	- Everyone sometimes needs help. - Trying things independently helps us become confident. - It is okay to make mistakes because they help us to learn.	- Keeping trying helps us learn when something is difficult. - We can make choices about what we do. - Familiar routines help us become increasingly independent.	- Our choices can affect ourselves and other people. - Completing tasks independently helps us become confident learners. - Asking for help when we need it helps us learn and stay safe. - Healthy habits help keep our bodies and minds well.
Making relationships/ Building relationships	- Kind actions help us build relationships. - Other people may feel differently from us. - Cooperating helps us play together. - Adults can help us solve simple disagreements	- Other people have their own needs and ideas. - Talking can help us solve problems with others. - Taking turns helps shared play continue.	- Sharing and compromise help friendships. - Listening to others helps us understand their ideas. - Working together helps us achieve things.	- Friendships grow through kindness and cooperation. - Everyone has different ideas and opinions. - Talking helps us solve problems together. - Respect helps everyone feel that they belong.

Reception Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Managing emotions/Self regulation	• Our choices and behaviour affect ourselves and others. • We can choose strategies to help regulate our emotions. • Thinking before acting can help us make better choices. • Talking can help us solve problems.	• Thinking before acting helps us make good choices. • Other people may think and feel differently. • Everyone experiences a range of emotions. • Talking helps solve problems.	• We can recognise emotions in ourselves and other people. • Different situations need different responses. • Choosing appropriate strategies helps regulate emotions. • Self-control helps us learn and build friendships. • Thinking about what happened helps us make different choices next time.	• Everyone experiences different emotions. • Managing our feelings and behaviour helps us keep trying when things are difficult. . • Managing emotions helps us learn and work with others. • We can choose strategies to regulate our behaviour.
Sense of self/Managing self	• We are responsible for our own choices. • Completing tasks independently helps us become independent learners. • Asking for help is responsible when we need it. • Healthy habits help keep our bodies and minds well.	• Making independent choices helps us become responsible. • Taking responsibility helps others trust us. • Challenges help us learn and improve. • Healthy choices become positive habits.	• Looking after ourselves helps us stay healthy and safe. • Trusted adults can help us when we feel worried, unsafe or unsure. • Making decisions independently helps us become confident learners. • Resilience helps us overcome challenges and achieve goals. • Reflecting on our successes helps us improve.	• Independence helps us become successful learners. • Healthy choices keep us physically and mentally well. • Keep trying helps u to learn new things and get better at them. • Rules and routines help keep everyone safe, happy and ready to learn. • Sometimes things change and we can learn ways to cope with change.

Reception Personal, Social and Emotional Development Knowledge progression

Children develop understanding through positive relationships, modelling, explicit teaching, stories, play and everyday experiences

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Making relationships/ Building relationships	• Friendships grow through kindness and cooperation. • Everyone has different ideas and opinions. • Talking helps us solve problems together. • Respect helps everyone feel they belong.	• Good friendships are built through listening, kindness and compromise. • Different opinions can all be valuable. • Talking helps us solve disagreements peacefully. • Everyone has an important role within a group.	• Strong relationships are built on trust and respect. • Working together helps everyone achieve shared goals. • Including others helps everyone feel valued and belong. • Listening helps us understand different viewpoints.	• Everyone should be treated kindly and fairly • Good relationships are built through cooperation, listening and empathy. • Working together helps us to do things we might not be able to do on our own. • People can be different from us and those difference make our class special.

2 Year Old Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of Year
Moving & Handling	- My body can move in different ways. - Different parts of my body help me move. - I need space around me when I move.	- I can move faster and slower. - My body can move over, under and through spaces. - Balls and other objects can be moved in different ways.	- I can start, stop and change the way I move. - My body can climb, run and jump. - I need to notice people and things around me when I move. - I can push, pull and carry things when I play.	- My body can move in different ways and through different spaces. - I need space to move safely. - Practising movements helps me become more confident
Fine Motor	- My hands and fingers help me explore objects. - I can hold and let go of things. - I can use both hands during play	- My hands and fingers can move and change objects. - Both hands can work together. - My hands can squeeze, press, pull and poke.	- My fingers help me move and place smaller objects. - Different tools can be used for different things. - My hands and fingers can make marks.	- My hands and fingers help me explore and use objects. - Using my hands and fingers helps them become stronger and more controlled. - Tools can be used to make marks and change materials.
Health & Self-care	- My body needs food, drink, rest and sleep. - Familiar adults help care for me and keep me safe. - I can communicate when I need something	- Food and drink help care for my body. - Washing helps keep my body clean. - Adults can help me with familiar care routines.	- My body can tell me when I am hungry, thirsty, tired or need the toilet. - Washing and toileting help keep my body clean. - Familiar routines help me care for my body.	- My body needs food, drink, sleep and movement. - Washing helps keep my body clean. - I can begin to do some things to care for my body and ask an adult for help.

Nursery 1 Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 1
Moving & Handling	• My body can move in different ways. • I need space to move safely. • My body can go over, under and through spaces. • Different parts of my body help me move	• My body can move in different directions. • I can start and stop my body. • Practising movements helps me develop control. • I need to notice people and objects when I am moving.	• Different movements help me explore spaces in different ways. • Music and rhythm can change the way I move. • My body needs space to move safely. • Balance helps me move over and around obstacles safely.	• Different movements need different amounts of control and force. • Safe movement depends on the space and equipment around me. • I need to be aware of other people when I am moving. • Practising helps me improve my movements.
Fine Motor	• Our hands and fingers help us explore and use objects. • Using our hands and fingers helps make them stronger. • Tools can be used to make marks. • Two hands can work together.	• Strong shoulder, arms and hands help me control tools and objects. • Different tools can be used in different ways. • Our hands and fingers can control objects and tools. • Two hands can work together to complete simple tasks	• Our fingers help us complete more precise movements. • Some tasks require both hands to work together. • Different tools have different purposes. • Practising helps develop hand and finger strength and control. • Different movements make different marks.	• Our fingers and thumbs help us complete more precise movements. • Different tools require different movements and ways of holding them. • Small hand and finger movements help us draw, build and manipulate objects. • Practising helps improve control.

Nursery 1 Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 1
Health & Self-care	• Our bodies need food, drink and sleep. • Adults help us stay safe and care for our bodies. • Washing helps keep our bodies clean. • We can tell a trusted adult when we need help	• Washing our hands helps remove germs and keep us healthy. • Our bodies need food and drinks regularly. • We use the toilet for wee and poo. • Some situations are unsafe and I can ask an adult for help. • Moving and being active helps keep my body healthy.	• Our bodies can tell us when we are hungry, thirsty or tired. • Washing and toileting help keep our bodies clean and healthy. • Trusted adults help us stay safe. • Clothes help keep our bodies protected and comfortable	• Looking after our bodies helps keep us healthy. • Our bodies need food, water, sleep and physical activity. • Some situations may be unsafe and require care. • Good hygiene helps prevent germs from spreading

Nursery 2 Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 2
Moving & Handling	• Different movements need different amounts of control. • Safe movement depends on the space and equipment around me. • I need to be aware of other people when I am moving. • Practising helps me improve my movements	• Speed and direction can change when I move. • Running safely needs control and awareness of space. • Climbing requires balance and coordination. • Looking ahead helps me move safely around obstacles.	• Different movements can be linked together. • Balance and coordination help me control my movements and land safely • Different parts of my body work together when I move. • Practising movements improves my coordination and control.	• Balance helps me move safely and confidently in different ways. • Different activities require different movements and levels of control. • Speed and direction can be adjusted to suit the space. • Balance and coordination help us move safely and confidently.
Fine Motor	• Our fingers and thumbs help us complete more precise movements. • Different tools require different movements and ways of holding them. • Small hand and finger movements help us draw, build and manipulate objects. • Practising helps improve control.	• Using fingers in different ways helps us control tools and objects. • Hand and finger strength helps us use tools with greater control. • Marks can be made in different directions and shapes. • We might use one hand more often for some tasks.	• Strong fingers and hands help us control tools accurately. • Different tools require different movements. • Hands and fingers can make increasingly precise movements. • Practising helps improve accuracy and control. • Using smaller finger movements helps me control marks and objects more accurately	• Careful hand and finger movements help us work accurately. • Different tools require different ways of holding and moving them for effective control. • Hand and finger strength supports precise movements. • Practising helps develop accuracy and control

Nursery 2 Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery 2
Health & Self-care	- Looking after our bodies helps keep us healthy. - Our bodies need food, water, sleep and physical activity. - Some situations may be unsafe and require care. - Good hygiene helps prevent germs from spreading	- Healthy foods help our bodies grow and give us energy. - Physical activity helps make our bodies strong and healthy. - Our bodies need rest after being active. - Safety rules help protect us from harm	- Our bodies need a variety of foods to help us grow and stay healthy - Looking after our teeth helps keep them healthy. - Safe choices can help prevent accidents and injuries. - Personal belongings and clothing need to be looked after.	- Good hygiene helps prevent germs and illness from spreading. - Healthy choices support growth, energy and wellbeing. - Physical activity, food, water, sleep and rest all help keep our bodies healthy. - Recognising risks and following safety rules helps us keep ourselves and others safe.

Reception Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Moving & Handling	- The body can balance and move in different ways. - Different activities require different movements and levels of control. - Speed and direction can be adjusted to suit the space. - Balance and coordination help us move safely and confidently.	- Movements can be linked together to create sequences. - Different spaces, equipment and physical challenges require us to adapt our movements - Exercise helps develop strength, balance and coordination. - Speed and direction can be changed while travelling - When moving in a shared space we need to be aware of others and objects.	- Different activities require different movement skills. - Practising movements helps us become more accurate and controlled. - Movements can be selected and adapted for different tasks. - Balance and coordination help us use equipment safely.	- Strength, balance and coordination support confident movement. - Spatial awareness helps us move safely around others. - Different activities require different movement patterns. - Repeated practice helps us improve the quality and effectiveness of our movements.
Fine Motor	- Careful hand and finger movements help us work accurately. - Different tools require different ways of holding and moving them for effective control. - Hand and finger strength supports precise movements. - Practising helps develop accuracy and control.	- Practising hand and finger movements develops control and precision. - Effective pencil control helps us draw and record ideas. - Different tools require different movements and levels of control. - Careful movements help us complete increasingly detailed tasks	- Accurate hand and finger movements allows us to add increasing detail and precision to our work. - Different tools are suited to different tasks. - Hand and finger strength and control support fluent movements. - Practising helps movements become increasingly accurate and automatic..	- Strength, dexterity and coordination support precise hand and finger movements - Choosing and controlling tools appropriately helps us complete different tasks effectively. - An effective pencil grip supports fluent writing. - Accuracy and control help us create detailed work.

Reception Physical Development Knowledge progression.

Children develop understanding through explicit teaching, modelling, active play, repeated practice and purposeful physical challenges.

	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Health & Self-care	• Good hygiene helps stop illness spreading. • Healthy choices support growth, energy and wellbeing. • Physical activity, food, water, sleep and rest all help keep our bodies healthy. • Recognising risks and following safety rules helps us keep ourselves and others safe.	• Healthy habits are routines that help us care for our bodies. • Our bodies need a balance of food, water, physical activity, sleep and rest to stay healthy. • Physical activity can make our hearts beat faster, our breathing quicker and our bodies warmer. • Some situations contain risks that we need to recognise.	• Healthy choices help our bodies and minds to be ready to learn and play. • A balanced diet includes a variety of foods that help our bodies stay healthy. • Physical activity, rest, sleep and hygiene all contribute to wellbeing. • Recognising risks helps us make safer choices.	• Our bodies need healthy food, physical activity, sleep, rest and good hygiene to stay well. • Healthy habits contribute to our physical and emotional wellbeing. • We can explain some choices that help keep our bodies healthy and safe. • We can take increasing responsibility for caring for our bodies and keeping ourselves safe.