

Progression document: Physical development



Gross motor skills		
2-year olds	N1	N2
<ul style="list-style-type: none"> Shows interest, dances and signs to music rhymes and songs, imitating movements of others Develops security in walking upright using feet alternately and can also run short distances Changes position from standing to squatting and sitting with little effort Shows an increasing desire to be independent such as wanting to feed themselves and dress or undress When holding crayons, chalks, ribbons, paint brushes makes connections between their movement and the marks they make Start to kick, throw and catch balls Fit themselves into spaces like tunnels, dens and large boxes and move around in them Sit on a push-along wheeled toy, use a scooter or ride a tricycle 	<ul style="list-style-type: none"> Moves in response to music or rhythms played on instruments such as drums or shakers Begins to understand and choose different ways of moving Begins to walk, run and climb on different levels and surfaces Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Uses wheeled toys with increasing skill such as pedalling, balancing, holding handle bars and sitting astride 	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Adults use and children respond to the vocabulary of movement e.g. gallop, slither, copy, follow. Creates lines and circles pivoting from the shoulder and elbow Confidently moves around using the available space and resource with controlled movement (more aware of own body) Gives new challenges a go and is aware of their own safety. Making changes to body shape, position and pace of movement.
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> Runs and walks well, kick a ball Able to sit comfortably on a chair and is able to move from one position to another with ease Climbs over obstacles. Cooperates with early dressing routine. eg helps to put arms into coat. Can hang up their coat with adult support 	<ul style="list-style-type: none"> Runs and walks with confidence. Is able to jump with both feet off the ground at the same time Climb with confidence, catch a large ball and pedal a tricycle Moves around their environment with awareness and control. Manages a range of equipment purposefully e.g. can use a spade to fill a bucket. Is able to hang up coat independently. 	<ul style="list-style-type: none"> Runs with spatial awareness and negotiates space successfully adjusting speed or direction to avoid obstacles Can grasp and release with two hands to throw and catch a large ball, beanbag or object Manipulates a range of tools and equipment in one hand including paint brushes, scarves and ribbons

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	<ul style="list-style-type: none"> • Having an awareness of when they need their coat and attempting to put on with support where needed 	<ul style="list-style-type: none"> • Can dress themselves with some support e.g. putting on coat and shoes independently. • Knowing when they need their coat and collecting independently • Having a go (with some adult support if required) with buttons and zips
<p>Early Learning Goal</p> <ul style="list-style-type: none"> • 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. 		

Fine motor skills		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Through their play, allow children to start to use their hands independently e.g. using animals in the small world, building blocks in the construction area, various materials in the creative area • When holding a small object e.g. crayons, chalk, cars, they make connections between their movement and the effect it has • Provides children with opportunities to participate in finger, action rhymes, songs and games. Imitating movements and anticipating the actions. 	<ul style="list-style-type: none"> • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs and mark making tools • Provide a range of mark making resources in provision 	<ul style="list-style-type: none"> • Manipulate a range of tools and equipment in one hand. Tools include paint brushes, scissor, toothbrush, scarves and ribbons
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Uses a spoon to feed themselves • Hands start to operate independently during tasks that uses both with each hand doing something different at the same time e.g. holding one block in one hand and 	<ul style="list-style-type: none"> • Explores different tools, safely • Makes marks with intent • Use a comfortable grip when using mark making objects (this may not be a correct pencil grip but will use their thumb and all fingers) 	<ul style="list-style-type: none"> • Uses a variety of tools with accuracy, e.g. pencils, paint brushes and scissors • Make marks with a purpose and talks about the marks they have made. • Uses resources with some control, e.g. can pour from a jug into a cup

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steadying the other block with the other hand		<ul style="list-style-type: none">• Use a comfortable grip with good control when holding pens and pencils. Have established a dominant hand.
<p>Early Learning Goal</p> <ul style="list-style-type: none">• 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		