

CLARENDON PRIMARY CENTRE PHYSICAL DEVELOPMENT CURRICULUM

Encountering	Foundation	Core	Development	Enrichment	Enhancement
GROSS MOTOR					
Can transition to stand from the floor without using his or her hands	Can transfer to standing from the floor lifting a heavier item or group of items without loss of balance	Transitions to stand with hands on floor or holding onto support surface		Can transition to stand from the floor while carrying an object with 2 hands	
Sitting balance: Can sit safely on a bench without back support with good posture	Can sit on a dynamic surface (i.e. a gym ball) and safely balance during dynamic activity and safely balance during dynamic activity in classroom or PE	Can sit in generic school chair independently for learning		Can maintain balance to sit on a bench without back support while drawing/writing or playing a dynamic game	
Standing balance: Stands independently safely in school. Can stand in a modified single limb stance posture with one foot on a step for greater than 5 seconds without loss of balance	Can balance on one foot for 8-10 seconds	Balances on one foot for more than 10 seconds			
Steps/Stairs: Able to climb up/down stairs with a railing and supervision/minimal assistance using immature step to pattern (2 feet on each step)	Able to use a handrail to climb up/down a flight of stairs using reciprocal step pattern up and down stairs independently	Able to move quickly and efficiently using reciprocal pattern up/down stairs safely while carrying an object	Able to climb up stairs reciprocally (1 foot per step) using a railing, but going down stairs reverts to immature step to pattern (2 feet per step) and may need supervision or assistance		
Walking/Running: Can walk in playground/PE changing directions without loss of balance or falls	Runs up and down stairs with control	Walks independently on variable surfaces safely in and around school		Can run in playground/PE changing directions without loss of balance or falls	
Walks backwards with use of sight	Walks backwards heel to toe without use of sight				
Jumping/Hopping: Can bend knees in preparation to performing jump movement. Can jump in place one or more times with foot clearance	Can hop on one foot consistently and cover several metres whilst hopping.	Can jump forward with bilateral foot clearance and safe pattern	Can jump off of raised surface (i.e. step) and safely land without falling		
Kicking: Kicks ball any distance and any direction	Kicks ball with increasing accuracy toward a target	Kicks a ball toward a goal/target with improved consistency of accuracy	Developing control, dribbling a ball between cones. Developing ball control using force and accuracy.	Uses different parts of the foot to control the ball. Shows awareness of force and accuracy when controlling the ball and shooting at a target. Able to pass the ball when moving.	Able to apply earlier skills in a game of football.
Throwing: Rolls ball away from self if ball rolled to them	Throws ball any distance	Throws ball with increased accuracy and power toward target or person	Demonstrates ability to throw overhand and underhand at targets	Able to use a variety of throwing techniques/passes and can use these in simple drills.	Demonstrates ability to choose appropriate throwing technique during ball games and demonstrates effective power and accuracy during game to allow fluid play
Catching	Catches a large sized ball with hands and body		Catches small ball with hands and body. Catches a ball that has been bounced	Catches small ball using hands only	Catches small ball one handed
Coordination/Motor Planning: Needs frequent manual and verbal cues to learn a simple movement sequence and increased time (ie Heads, shoulders, knees and toes). Requires adult assistance to clap and stamp to music. Imitates simple bilateral movements of limbs (eg arms up together)	Can watch and mimic simple, short motor movement sequences. Imitates simple movements of limbs that cross the midline (eg hands crossed over chest)	Can watch and mimic simple complex motor activities viewed on screen or observed in person (follow dance moves to music or skipping). Imitates complex movements of limbs that separate both sides of the body and cross over the midline. (eg one hand cross over midline onto opposite knee).	Can watch and mimic more complex motor activities viewed on screen or observed in person (follow dance moves for a song).	Can learn a sequence of dance moves to perform (as part of the Hampton Locality Dance Festival or a school production).	Can contribute ideas to develop a sequence of moves to perform to a wider audience.
Coordination/Motor Planning:	Imitates simple bilateral movements of limbs (e.g. arms up together)	Imitates simple movements of limbs that cross the midline (e.g. hands crossed over chest).	Imitates complex movements of limbs that separate both sides of the body and cross over the midline (e.g. one hand on head, one hand cross over midline onto opposite knee)	Successfully participates in gross motor movements that involve both sides of the body and crossing the midline	

Skipping: Attempts to skip		Skips forward after demonstration	Skips, negotiating space	Jumps/skips in a large hoop.	Skips. Uses a skipping rope.
Climbing wall:			Climb onto/off the climbing wall using appropriate strength and balance	Use the climbing wall confidently moving from A to B knowing where to place hands and feet	Confidently move all over the climbing wall (up, down, vertical, in different directions etc). Strategically plan routes on the climbing wall. Move vertically, with a blindfold and partner giving direction.
Bicycle/tricycle: Pedals with assistance from adult	Pedals tricycle successfully on smooth flat surfaces	Pedals bicycle with training wheels or uses balance bike independently	Pedals bicycle with training wheels or balance bike. Independently negotiating space and obstacles.	Pedals 2 wheeled bicycle independently on smooth, flat surface	Rides a 2 wheeled bicycle independently on gentle inclines/declines and uneven surfaces (gravel or grass). Aware of road safety. Rides in the park. AFC cycle training
Interaction with music: Claps and stamps to music		Are increasingly able to use/remember sequences and patterns of movements which are related to music and rhythm			
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FINE MOTOR					
Dominant hand: Swaps dominant hand but displays emerging hand preference. Does not cross midline with dominant hand. Established dominant hand but swaps dominance on occurrence.	Established dominant hand and uses for all activities. Beginning to cross midline with dominant hand during table top activities	Established dominant hand and uses for all activities. Crosses midline independently with dominant hand during table top activities.			
Use of non-dominant hand: Transfers objects from one hand to another	Emerging bilateral intergration (using non-dominant hand to stabilise and support objects)	Uses non-dominant hand to assist and stabilise the use of objects appropriately at all times.			
Hand grasp: Consistent use of pincer grip to pick up objects (thumb and one finger)					
Pencil grasp: Palmer pencil grasp (holding crayon in palm of hand)	Static tripod pencil grasp	Dynamic tripod pencil grasp			
Mark making: Marks made with minimal physical assistance and emerging purpose	Draws face with eyes, nose, ears, mouth on a face	Writes name legibly.	Colours within the lines.	Writes words with legible formation and consistently on the lines. Draws a person with 6 or more different parts	Writes legibly with appropriate spaces between words, appropriate letter formation and letters on the line for an entire story
Painting: Paints with whole arm movement, shifts hands, makes strokes	Paints with some wrist action, makes dots, lines, circular strokes	Paints with wrist action, paints shapes			
Scissor use: Unable to use scissors	Uses adaptive scissors or makes snips with regular scissors	Cuts along straight lines with regular scissors	Cuts out simple shapes with accuracy with regular scissors	Cuts out irregular shapes with some accuracy with regular scissors	Cuts with regular scissors around irregular shapes with use of assisting hand to hold paper
Manipulating small objects: Looks at and manipulates objects in hand	Emerging attempts to thread large beads. Some assistance required.	Threads large beads	Threads medium sized beads	Threads small beads	
Building: Drops and picks up toys. Attempts to stack blocks on top of each other.	Builds a tower of 3 blocks	Builds a tower of 9 blocks and begins to make simple structures with purpose	Can build simple structures with large lego and bring in other resources to enhance	Can build more complex structures, such as a house, castle or train with lego and other materials	With purpose, can build a range of complex structures with lego, blocks, K'nex etc. and can use other materials to enhance their ideas. Can follow instructions to make

PREWRITING LINES AND SHAPES (circle which ones are able to draw)					
Spontaneous scribbles 1-2 years	Vertical line (copying) 2 years, 10 months 	Cross Shape (copying) 4 years, 1 month 	Triangle shape (copying) 5 Years, 3 Months 	Copying shape, 6 Years, 5 months 	Copying shape, 7 Years, 5 months 
Vertical line (imitating in scribbly manner) 2 years	Horizontal line (copying) 3 years 	Diagonal Line (copying) 4 years, 4 months 	Copying shape, 5 years 5 months 	Copying shape, 6 Years, 8 months 	Copying shape, 7 Years, 11 months 
Horizontal line (imitating in scribbly manner) 2 years 10 months	Circle (copying) 3 years 	Square (copying), 4 Years, 6 months 	Copying shape, 5 years, 9 months 		Copying shape, 8 Years, 1 month 
Circle (imitating in scribbly manner) 2 years 10 months		Diagonal Line (copying) 4 Years 7 months 			
		X Shape (copying) 4 years, 11 months 			
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SELF CARE					
Toileting: Identifies when they need to go to the toilet, but requires assistance for all toileting actions	Toilets independently but may require assistance for remembering all parts of toileting steps	Toilets independently			
Personal hygiene: Attempts to brush teeth and hair, continues to require adult assistance	Brushes teeth and hair with minimal adult assistance	Brushes teeth and hair well			Manages all aspects personal hygiene
Zips: Beginning to show attempts to use zip. Requires adult assistance.	Zip a jacket that is already connected. Unzip a jacket. Unbuckle a belt.	Zip a jacket. Attempts to put zip clasp together.	Puts zip clasps together. Buckle a belt.		
Shoes and socks: Puts on shoes. Removes socks and shoes	Puts on socks.	Puts shoes on the correct feet	Ties shoe laces		
Dressing: Pulls trousers and pants up and down	Puts on trousers. Takes off trousers. Puts on top. Takes off top. Puts on coat. Takes off coat.	Dresses independently. Chooses appropriate clothing for the weather.			
Buttons: Adult assistance required for buttons. Beginning to show attempts to unbutton buttons.	Unbutton large buttons	Button large buttons	Unbutton small buttons	Button small buttons	
Food / Diet: Eats minimal food with minimal variation in tastes and textures	Beginning to eat a wider range of foods with different textures	Willing to try new food presented to them	Eats a range of foods of various textures and tastes		Prepares simple meals, e.g. cereal, sandwich
Cutlery: Uses fingers to eat. Uses spoon to eat. Uses fork to eat.	Uses fork and knife with adult assistance	Uses a knife and fork	Cuts with fork and knife including pushing food onto fork with knife		
Meal preparation: Attempts to open lunch box and packaging	Opens lunch box	Opens zip lock bags, food packaging			
Hygiene while eating: Requires adult prompting to use a napkin to wipe face and hands when dirty.	Beginning to show awareness when face and hands are dirty and attempt to clean them. May require some adult assistance		Cleans face and hands when dirty 50% of time	Cleans face and hands when dirty.	
Drinking: Drinks from cup with two hands. Holds cup independently.	Drinks from cup with 1 hand				
Putting coat & bag on hook: Requires adult assistance to put coat on hook.	Attempts to put coat on hook independently. May require some adult assistance. Puts coat on hook.	Puts coat on hook. Requires prompting to manage morning routine at school.	Packs bag for school. Manages morning routine at school (putting bag away, drink bottle in correct spot, coat on hook etc)		