

**CLARENDON PRIMARY CENTRE PHYSICAL DEVELOPMENT CURRICULUM**

Encountering	Foundation	Core	Development	Enrichment	Enhancement
<b>GROSS MOTOR</b>					
Transitions to stand with hands on floor or holding onto support surface	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			
<b>Sitting balance:</b> Can sit safely on a bench without back support with good posture	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	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			
<b>Standing balance:</b> 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 Balance on low apparatus	Balance on a combination of 1/2/3 points, e.g star shape, T balance, etc Balance with a partner	Balance on one foot with eyes closed	Balance on one foot with eyes closed on a combination of 1/2/3 points, e.g star shape, T balance, etc
<b>Steps/Stairs:</b> 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				
<b>Movement:</b> Can walk in playground/PE changing directions without loss of balance or falls. Can crawl, roll (log roll) and climb onto small climbing frame	Runs up and down stairs with control	Change direction when travelling Walks independently on variable surfaces safely in and around school Can climb on the climbing frames Can run in playground/PE changing directions without loss of balance or falls Can skip around the playground	Sprint for 60 metres with control and balance Time running to stop or intercept the path of a ball	Can use a skipping rope to skip Run over longer distances (up to 1.6km) Select and maintain a running pace for different distances	Demonstrate a good running technique in a competitive situation
Walks backwards with use of sight	Walks backwards heel to toe	Walks backwards heel to toe without use of sight			
<b>Jumping/Hopping:</b> 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 travel using bunny hops, crab walk, monkey walk, etc	Can jump off of raised surface (i.e. step) and safely land without falling Explore shape in the air when jumping and landing with control	Can jump over hurdles Can jump onto a higher surface, e.g gym table Can add a ¼ or ½ turn into a jump	Jump making symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control	
<b>Kicking:</b> 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 Demonstrate an understanding of the rules of the game	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 with another team
<b>Throwing:</b> 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 underhand at targets or to a partner	Demonstrates ability to throw overhand at targets or to a partner	Able to use a variety of throwing techniques/passes and can use these in simple, small team games	Demonstrates ability to choose appropriate throwing technique during ball games and demonstrates effective power and accuracy during game to allow fluid play as part of a bigger team
<b>Catching:</b> Catches a large sized ball with hands and body	Catches small ball with hands and body	Catches a ball that has been bounced Working with a partner	Catches small ball using hands only Working with a partner	Catches small ball one handed	Use the correct technique for catching a ball and use it in a team game
<b>Dance:</b> 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 Perform a dance using simple movement patterns: stretch, twist, turn/spin	Can watch and mimic simple complex motor activities viewed on screen or observed in person (follow dance moves to music or skipping) Move in time to the music	Can follow dance moves for a song Can perform dances using a range of movement patterns with a partner or group Remember a short dance	Can learn a sequence of dance moves to perform (as part of the Hampton Locality Dance Festival or a school production) Can compare their performance with previous ones and demonstrate improvement to achieve their personal best	Can contribute ideas to develop a sequence of moves to perform to a wider audience, showing confidence and clarity of actions Show coordination, control, alignment, flow of energy and strength
<b>Coordination/Motor Planning:</b> Imitates simple bilateral movements of limbs (eg 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		

<b>Striking:</b> Hit a ball or bean bag off a cone with a bat or racket	Strike a ball with a racket or bat	Identify and apply techniques for hitting a tennis ball and to build up to a single rally with an adult	Build up to a longer rally with a pupil of similar skill level	Confidently and accurately serve underarm and develop a backhand technique Play a game fairly and in a sporting manner	Play a tennis game using an overhead serve
<b>Climbing wall:</b>		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). Including traversing the corner	Strategically plan routes on the climbing wall Move horizontally, with a blindfold and partner giving direction Move through a hoop	Undertake a trip to a local climbing wall, using equipment to climb at height
<b>Bicycle/tricycle:</b> Pedals with assistance from adult. Use a scooter. Sit on a tricycle and move it by pushing feet on floor	Pedals tricycle successfully on smooth flat surfaces	Pedals bicycle with training wheels or uses balance bike independently on a straight section of the roadway Pedals tricycle negotiating space and obstacles	Pedals bicycle with training wheels or balance bike Independently negotiating space and obstacles in the playground	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
<b>Gymnastics:</b> Travel on gymnastic apparatus with adult support	Travel on gym apparatus without support, showing balance and safely negotiating space	Perform a simple gymnastic sequence including the use of apparatus Swing and hang from equipment safely	Perform a more detailed gymnastic sequence with a balance, a travelling action, a jump and a roll (including use of apparatus) Work with a partner	Perform a gymnastic sequence with clear changes of speed, 3 different balances and 3 ways of travelling Work with a group Evaluate own sequences	Create a sequence of up to 8 elements using a variety of techniques Explore symmetrical and asymmetrical balances with a partner Evaluate own and others' sequences
<b>Swimming:</b> Show awareness of pool rules with reminders, e.g not running or jumping in the pool  Begin to put their face in the water and can be splashed  Can enter and exit the water by any means including specialist equipment and adult help  Can reach for or push away a floating toy  Demonstrate a basic concept of personal survival  Float on back with support  Wash face, be splashed & comfortable with water showered from overhead.  Move/walk freely around pool (forwards/backwards/sideways)	Can tolerate face in water for a longer period of time (5 seconds)  Move limbs intentionally with support, as needed  Lie on back or front while being towed around the pool  Use body parts to cause an affect e.g splashing with arm or leg, blowing bubbles, pouring/manipulating the water with tools, e.g watering cans or buckets  Float with a piece/s of equipment for 10 seconds front & back	Follow adult instructions and copy actions of an adult (e.g kicking legs with straight legs)  Move limbs alternately  Move through the water on front or back for 5m (using appropriate floatation aids)  Retrieve a sinker from chest depth water  Float on front for 5 Seconds	Swim 5m aided (preferred position)  Float on back for 10 seconds unaided  Retrieve an object from under water, involving putting their head under water  Identify where the lifeguards are and who they can ask for help  Changing shapes floating - mushroom, star, pencil	Swim 10m unaided (front/back) and uses different strokes  Push off the wall using their feet  Get into a swimming position (bottom up horizontal body position) and start swimming independently  Log roll from front to back & back to front	Swim 25m unaided using different strokes  Enter the water from the side with a jump or slide in entry  Swim through a hoop held below the surface of the water  Show an understanding of lane etiquette, e.g swimming in lanes, around other people, etc  Tread water  Sculling head first & feet first  understanding of water safety code - stop & think, is it safe - stay together. Never go alone - call 999 - float

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<b>FINE MOTOR</b>					
<b>Dominant hand:</b> 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.			
<b>Use of non-dominant hand:</b> Transfers objects from one hand to another	Emerging bilateral intergation (using non-dominant hand to stabilise and support objects)	Uses non-dominant hand to assist and stabilise the use of objects appopriately at all times.			
<b>Hand grasp:</b> Consistent use of pincer grip to pick up objects (thumb and one finger)					

<b>Pencil grasp:</b> Palmer pencil grasp (holding crayon in palm of hand)	Static tripod pencil grasp	Dynamic tripod pencil grasp			
<b>Mark making:</b> 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
<b>Painting:</b> 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			
<b>Scissor use:</b> 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
<b>Manipulating small objects:</b> 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	
<b>Building:</b> 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 complex creations that may include moving pieces. Can solve problems adapting and improving their designs.

**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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<b>SELF CARE</b>					
<b>Toileting:</b> 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			
<b>Personal hygiene:</b> 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
<b>Zips:</b> 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.		
<b>Shoes and socks:</b> Puts on shoes. Removes socks and shoes	Puts on socks.	Puts shoes on the correct feet	Ties shoe laces		
<b>Dressing:</b> 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.			
<b>Buttons:</b> Adult assistance required for buttons. Beginning to show attempts to unbutton buttons.	Unbutton large buttons	Button large buttons	Unbutton small buttons	Button small buttons	
<b>Food / Diet:</b> 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
<b>Cutlery:</b> 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		
<b>Meal preparation:</b> Attempts to open lunch box and packaging	Opens lunch box	Opens zip lock bags, food packaging			

<b>Hygiene while eating:</b> 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.	
<b>Drinking:</b> Drinks from cup with two hands. Holds cup independently.	Drinks from cup with 1 hand				
<b>Putting coat &amp; bag on hook:</b> 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)		





































