

## HCAT Physical Development Curriculum Progression

		Nursery			Foundation Stage 2			End of F2 HCAT expectation	
<u>Art and Design</u>	All Media	Use explore and manipulate different materials in imaginative ways responding to taught sessions as well as own ideas and interests		Select appropriate media and materials to use when creating with a purpose in mind	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create with a purpose in mind drawing on own ideas as well as using ideas from taught sessions.			I respond to ideas and starting points (e.g. stories, rhymes, objects, the natural world)	
	Painting	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Use and refine a variety of artistic effects to express their ideas and feelings.	Explore colour mixing freely using poster paint	Mix primary colours in order to create a desired colour, explore using white and black paint to create tones.		Use a variety of paints including water colour and powder paints appropriately.	I know how to use a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. I know the name of the primary colours being used. Mix and match colours to different artefacts and objects. I can explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	
<u>PE</u>	Gymnastics	Develop large muscle movements using streamers, large mark making, walking, rolling, crawling, jumping, climbing			Develop large muscle movements hopping, skipping,		Develop a fluent style of moving with control and grace e.g. climbing higher, running faster, jumping further, conclude movements in balance and stiffness	I can <ul style="list-style-type: none"><li>show control and co-ordination when travelling or balancing</li><li>choose which actions to make</li><li>roll</li><li>move with some control and care</li><li>travel in more than one way</li><li>repeat and explore skills.</li></ul>	
		Hold a pose for a game	Stand on one leg	I can follow instructions to move and stop	I can take part in a simple movement game e.g traffic lights	I can copy and repeat movements	I can stretch muscles in my body and understand why this is important	I can: <ul style="list-style-type: none"><li>move and stop</li><li>balance</li><li>stretch my body</li><li>curl my body</li><li>copy actions</li><li>copy sequences and repeat them</li></ul>	
		Children can sit comfortably on the floor during carpet time maintaining concentration			Develop core muscle strength to achieve a good posture when sitting at a table with feet flat on the floor				
					Develop core muscle strength to achieve a good posture when sitting on the floor.				
		Confidently and safely use a range of large and small apparatus e.g. wheeled toys, wheelbarrows			Develop confidence in transporting resources on different levels e.g. slopes, hills and steps		Apply physical skills e.g. lifting, carrying, pushing, pulling, constructing, stacking and climbing	I can climb safely.	
		Climb steps or apparatus using alternate feet			I can climb over and through		Confidently and safely use a range of large and small apparatus e.g. tunnels, tyres, structures to jump on/off, den-making materials, A-frames and ladders, climbing walls, slides and monkey bars		
	Games	Continue to develop ball skills through throwing, catching, rolling and kicking	Apply taught ball skills using a range of different sized balls		Demonstrate confidence in throwing, catching and rolling skills using tennis balls, ping pong balls, beach balls and balloons	Introduce passing a ball, batting and aiming	Use a range of resources used to bat, pat and hit a ball	Participate in ball games with teams, rules and targets	I can <ul style="list-style-type: none"><li>throw a ball underarm.</li><li>roll a ball or hoop.</li><li>hit a ball with a bat.</li><li>move to catch or collect</li><li>throw and kick a ball in different ways</li><li>decide where to stand to make a game difficult for a team</li><li>copy actions</li><li>repeat and explore skills</li></ul>
	Analysing performance and sporting conduct	Take part in group activities with adult support	Develop group activities which they make up for themselves	Collaborate with others during group activities to choose the right resources to carry out their own plan	Work collaboratively and plan, do and review their activity			I can talk about what I have done and describe what others’ have done	

	Health and Exercise	Enjoys participating in physical exercise		Understand the need to be highly active and get out of breath several times a day	Knows why it is important to exercise regularly	Understand that there are other physical disciplines within the community e.g. swimming, dance, gymnastics and sport	I know what exercise is  I can participate in a warm up
<u>Expressive Arts and Design</u>	Dance	Join in with sequences and patterns of movements related to music and rhythm	Use and remember sequences and patterns of movements related to music and rhythm	Play movement games that use different sounds for different movements		Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song	I can move in time with music. (e.g dancing, and marching)
		Use the vocabulary of movement e.g. gallop, slither	Use the vocabulary of instruction e.g. follow, lead, copy	Replicate choreographed dances, such as pop songs and traditional dances from around the world		Choreograph their own dance moves, using some of the steps and techniques they have learnt	
<u>PD &amp; RSHE</u>	Healthy Lifestyles	Be increasingly independent in dressing and undressing		Independently dress and undress			To know and talk about the different factors that support their overall health and wellbeing To know their own basic hygiene and personal needs To know and choose healthy foods and drinks To know that some foods are just ‘sometimes’ foods (in moderation) To know their own bedtime routine To know ways to have a calm evening and bedtime routine
		Knows when they need to go to the toilet and can ask for help	Can go to the toilet independently	Confidently apply factors to support overall health, wellbeing and personal hygiene			
		Can wash hands with support and reminders	Knows when they need to was hands and can do this thoroughly and independently				
		Develop the skill of brushing teeth correctly	Make healthy choices about food, drink, activity and toothbrushing	Talk about the importance of healthy eating, sleep and toothbrushing			
		Begin to use a knife and fork to cut with support		Confidently use a knife and fork when eating			