

Physical development

The educational programme for Physical Development in the Early Years Foundation Stage Statutory Framework (2021) says: “Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

During their time in Nursery, our curriculum will support children to learn how to:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Kick ball with some control over direction</p> <p>Explore different ways of moving eg using We’re Going on a Bear Hunt in the garden and woodland area:</p> <ul style="list-style-type: none"> • Running • Jumping • Stepping • Dancing • Crawling <p>Develop arm muscles:</p> <ul style="list-style-type: none"> • Lifting • Pushing • Pulling • Throwing • waving flags and 	<p>Put on their own coat, with adult help</p> <p>Navigate while moving eg following tracks and routes: steppingstones, obstacle course.</p> <p>Have more control over large body movement eg jumping (landing on 2 feet), balancing eg stepping stones, beam, climbing</p> <p>Use feet to scoot a balance bike or scooter and maintain balance.</p>	<p>Use construction materials and tools eg wooden blocks, boxes etc to make vehicles to go on journeys.</p> <p>Use tape, glue spreaders etc to join construction materials for models</p> <p>Create roads/routes outside using chalks, paint and brushes</p> <p>Develop gross motor control – physically following the map/route eg balancing on the beam/along a line, jumping on spots, riding a</p>	<p>Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Throwing a ball with control over direction – throwing eggs into nests.</p> <p>Develop arm and finger strength and control eg growing plants – using hand tools eg trowel, fork, dibber. Poking holes in soil, sprinkling/planting seeds. Making marks on labels to show what we’re growing</p>	<p>Continuing to develop movement, balancing, riding (scooters, trikes and bikes), ball skills.</p> <p>Match developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Work with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</p>	<p>Be increasingly independent as they get dressed and undressed eg putting coats on and doing up zips.</p> <p>Show increased control over movements eg skipping, hopping, walking along a line/beam, tiptoeing, running round obstacles.</p> <p>Have an awareness of safety and manage own risks</p> <p>Work with others to manage large items, like</p>

streamers	Begin to show some control over the marks they make using eg large chalks, mops and paint	tricycle, rolling down a slope, jumping over/crawling under obstacles	Build structures for plants – joining sticks using eg tape, bag ties etc	Use a comfortable grip with good control when holding pens and pencils to write letters or marks that can be recognised	moving a long plank safely and carrying large hollow blocks.
Play active games eg hide and seek	Use tools eg spades, spoons and hammers for breaking ice, blunt sticks in sand	Begin to focus on controlling the marks they make when drawing	Develop finger strength and dexterity eg dough/clay play – kneading, squeezing, rolling, cutting, using tools to add patterns	Eat independently using a knife and fork	Use pens and pencils to write name or parts of name
Use feet to scoot non-pedal tricycles	Engage in activities which promote fine motor development eg play dough, lego, snack etc	Manipulative skills – developing finger strength and dexterity (squeezing, pinching, rolling etc) through eg clay play, papier mache modelling	Explore scissors, (appropriate ones for child's stage) – using correct grip and showing control over direction	Make healthy choices about food, drink and activity	Use pencil grip and control to write recognisable letters, some may be correctly formed
Experiment and explore making marks using a range of media including paint, messy play, mops	Use scissors, (appropriate ones for child's stage) with adult support: snips in paper	Explore scissors, (appropriate ones for child's stage) with adult support – cutting straight lines		Be able to talk about the importance of brushing their teeth	
Explore activities which promote fine motor development (play dough, lego, snack etc)					