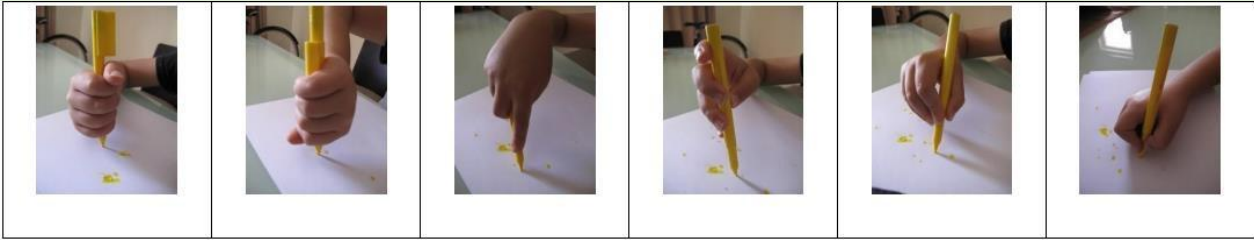



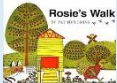
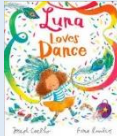



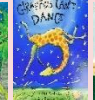


Nursery Curriculum Implementation – Physical Development

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.

2-3 year olds (Nursery 1)	3-4 year olds (Nursery 2)	4-5 year olds (Reception)
Curricular Goals and Milestones (Steps to Success)		
<p>Can walk, run and climb on different levels and surfaces.</p> <ul style="list-style-type: none"> Begins to understand and choose different ways of moving. Can move up and down a step/slope maintaining balance. Sits up from lying down, stands up from sitting, squats with steadiness to rest or play and rises to feet without using hands. <p>Manages a range of equipment purposefully e.g. a spade to dig, push a wheelbarrow, pour from a jug, push and pull a brush.</p> <ul style="list-style-type: none"> Explore a range of tools. Hold and manipulate tools using a fist or pincer grip including threading small items and using a turning motion with their hand. Pushes, pulls, lifts and carries objects, moving them around and placing them with intent. 	<p>Shows strength, balance and coordination to move in a range of ways.</p> <ul style="list-style-type: none"> Refine a range of movement styles e.g. run, walk, jump, crawl. Uses cross lateral movements to climb and move, using body and hands to maintain balance and stability. Can walk, run and climb on different levels and surfaces. <p>Manipulates a range of tools and equipment using one hand e.g. scissors, paintbrushes, hairbrushes, toothbrushes, ribbons, scarves.</p> <ul style="list-style-type: none"> Use large muscle movements in making marks, waving flags and streamers- shoulder pivot. Holds pencil and smaller tools with thumb and whole hand. Manages a range of equipment purposefully e.g. a spade to dig, push a wheelbarrow, pour from a jug, push and pull a brush. 	<p>Shows good control, coordination and balance in gross motor movements.</p> <ul style="list-style-type: none"> Develop fluency in movements and posture. Revise and refine fundamental movement skills. Shows strength, balance and coordination to move in a range of ways. <p>Is proficient in handling equipment and tools effectively including cutlery, craft tools and pencils for writing and drawing.</p> <ul style="list-style-type: none"> Apply fine motor skills to a range of tools including one handed tools and begin to demonstrate good pencil control. Shows a preference for dominant hand. Manipulates a range of tools and equipment using one hand e.g. scissors, paintbrushes, hairbrushes, toothbrushes, ribbons, scarves.
Progression of pencil grip		
		
How		
<p>Opportunities for Heuristic play.</p> <p>Circle time sessions - music and movement.</p> <p>Climbing, balancing, crawl, tummy play.</p>	<p>Story Dough, Sand Garden, Forest School, daily walks, outdoor gross motor play, balancing, jumping, climbing, School Hall for PE - apparatus, soft play.</p>	<p>Fine motor games - tracing, threading, tinker toys, nuts, bolts, golf tees, dough disco. Name writing, Nip, grip</p>

Nursery Curriculum Implementation – Physical Development

<p>Daily Walks/Forest School Sand garden play, digging, scooping, lifting, grasping. Soft play Exploration play – lids, pans, boxes, tubs, tunnels. Parachute games</p> 	<p>Fine motor play – play dough – squeezing, squashing, twisting. Pegs, peg boards, cogs, large construction. Creative area – brushes, chalks, crayons, Easel, scribble time.</p>  		<p>and flip. Drawing Club after October half term, Daily letter formation practice from start. Forest School, Outdoor play, stilts, construction, bikes, yoga, PE. Chalk boards, whiteboards. Dot paintings.</p>      
Enabling Environment across EYFS	Positive Relationships across EYFS	Characteristics of Effective Learning	Key Vocabulary
<ul style="list-style-type: none"> Specific Areas of continuous provision (indoors and outdoors) including Creative (malleable, painting, sewing, workshop), small world, mark making, fine motor (inc opportunities to develop scissor skills) cooking, tinkering, stage, sand, water, woodwork, den building. 	<ul style="list-style-type: none"> Risk assessments ensure the safe use of tools and equipment (Rules of Law / Individual Liberty) 	<p>Playing and Exploring</p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' <p>Active Learning</p>	<p>Walk, run, climb, lay down, stand, sit, move, step, jump, crawl, Balance, pose, yoga, space. Nip, grip and flip pencil grip. Shoulder, wrist, hand, feet, knees, elbow, fingers, muscles Up, down, push, pull, turn, lift, carry, hold, thread, pour, dig, rotate, stir, twist, left, right, forwards, backwards, sideways.</p>
<ul style="list-style-type: none"> Forest School P.E sessions Daily routines including toothbrushing, snack time and lunch time. Whole school / Seasonal events - Sports Day Fine motor skills set up Steps around site Sand garden 	<ul style="list-style-type: none"> Visits from Sports Coaches Adult modelling RWI 	<ul style="list-style-type: none"> Being involved and Concentrating Keeping on trying Enjoying what they set out to do. Thinking creatively and critically Having their own ideas Making links Working with ideas 	<p>Resources – scarf, brush, spade, rolling pin, needle, scissors, pencil, ribbons, knife, fork, spoon, crayons, chalk, tweezers, pom poms, golf tees, play dough, tracing paper, large rolls of wall paper, spray bottles, bikes, apparatus, stilts, soft play, easels, whiteboards, pegs, nuts, bolts, tinker toys, construction sets.</p> <p>Links to 5 Ps</p> <p>Pride, Perseverance, Passion, Partnership, Participation</p>