



# Physical Development

## Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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.

## Nursery

	Intent	Implementation
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Develop their movement, balancing and riding.</li> <li>• Go up steps and stairs, using alternate feet.</li> <li>• Use large muscle movements to wave flags, paint and make larks.</li> <li>• Select and use resources with help.</li> <li>• Play with at least one other child, giving cues in play.</li> <li>• Begin to find solutions to conflicts (i.e. sharing with others)</li> <li>• Follow simple class rules.</li> <li>• Develop a sense of responsibility within the class.</li> <li>• To settle at a self-chosen activity for a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide lots of opportunities to practise large movement skills (free flow)</li> <li>• Paint, chalk, make marks with water on large vertical surfaces. Use walls as easels to stimulate large shoulder and arm movements.</li> <li>• Take children on a short walk (such as the milk stop).</li> <li>• Respond to the children's increasing independence with the resources in CP.</li> <li>• Use daily routines to encourage responsibilities (tidy up time, collecting cups, sorting fruit and so on).</li> <li>• Follow the interests of the children, giving value to their ideas.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Begin to skip, hop, stand on one leg and hold a pose (such as musical statues).</li> <li>• Follow a simple movement pattern (such as warm up to music).</li> <li>• Moves in different ways (crawls along a plank, balances, climbs)</li> <li>• Takes risks and tries new things.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide opportunities for warm ups, dance and movement to songs (For example: counting songs).</li> <li>• Free flow indoors and out to facilitate large body movements and play.</li> <li>• Have clear and sensible rules that all follow.</li> <li>• Large loose parts outdoors for the children to move and create with.</li> <li>• Follow the interests of the children, giving value to their ideas.</li> <li>• Funky fingers and fine motor focus</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Works with others to manage large items (moving a long plank safely, carrying hollow blocks).</li> <li>• Uses one handed tools and equipment (For example: making snips in paper with scissors)</li> <li>• Begins to use a comfortable grip with good control when holding pens and pencils.</li> <li>• May begin to form letters in their name (with lines, circles initially).</li> <li>• Begins to use a knife and fork independently.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Explain why safety is important when handling tools and when moving equipment and materials.</li> <li>• Show the children how to use one handed tools (such as scissors and hammers). Gradually reduce the help given.</li> <li>• Encourage the children to pick up small items such as gravel or chalk to write with.</li> <li>• Demonstrate the tripod grip when children are ready.</li> <li>• Help children with coats, but also model each time how</li> </ul>

	<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begin to put coat on independently.</li> <li>• Use the toilet independently.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p>to do this independently.</p> <ul style="list-style-type: none"> <li>• Talk to the children about healthy eating and brushing teeth.</li> <li>• Talk about the importance of washing hands and make this part if the daily routine (past pandemic also!).</li> <li>• Provide support with any toileting needs (with the family).</li> </ul>
--	---	--

## Reception

	Intent	Implementation
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Ensure the children can roll, crawl, hop, walk, jump, run, skip, climb!</li> <li>• Develop small motor skills so they can use a range of tools</li> <li>• Develop the foundations of an efficient handwriting style.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Provide regular access (free flow) to outdoor space. Range of surfaces to feel, move and balance on.</li> <li>• Use school field and PE lessons to use different surfaces (and floor space indoors – hall).</li> <li>• Provide open ended materials for extended, repeated and regular practising of physical skills (lifting, carrying, pushing, pulling, constructing, stacking, climbing).</li> <li>• Ensure the children build on nursery and have developed upper arm and shoulder strength sufficiently.</li> <li>• Make sure the children can move and rotate their lower arms and wrists independently.</li> <li>• Model precise vocab to describe movement.</li> <li>• Threading, sewing, woodwork, pouring, stirring, dancing with scarves, spray bottles, dressing and undressing dolls, small world play, making models, playdough.</li> <li>• Follow the interests of the children, giving value to their ideas.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving with developed control and grace.</li> <li>• Continue to develop small motor skills so that the children can use a range of tools (pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons).</li> <li>• Use their core muscle strength to achieve a good posture</li> </ul>	<ul style="list-style-type: none"> <li>• As above and...</li> <li>• Encourage children to take risks when ready (climbing higher, running faster, jumping further).</li> <li>• Allow time for stillness and reflection (sitting still, lying in a den, looking up at the clouds).</li> <li>• Check the children are holding knives and forks correctly,</li> </ul>

	<p>when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> <li>Continue to develop the foundations of an efficient handwriting style.</li> </ul>	<p>pencil hold.</p> <ul style="list-style-type: none"> <li>Give the children time to follow modelled drawing and handwriting.</li> <li>Teach and model the correct letter formation.</li> <li>Provide areas for sitting that are quiet and purposeful.</li> <li>Give children regular reminders about correct posture.</li> <li>Ensure that tables and chairs are at an appropriate height for the children.</li> <li>Follow the interests of the children, giving value to their ideas.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Continue to develop the foundations of an efficient handwriting style.</li> <li>Develop overall body strength, coordination, balance and agility needed for dance, gym, swimming etc.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently use large and small apparatus indoors and outdoors, alone or in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> <li>Develop and refine ball skills (throwing, catching, kicking, passing, batting, aiming).</li> <li>Know and talk about the factors that support their overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>As above and...</li> <li>Encourage the children to exert themselves and get out of breath each day!</li> <li>Provide opportunities for the children to spin, rock, tilt, fall, slide and bounce.</li> <li>Provide a range of wheeled resources for the children to balance, sit, ride on, pull and push. Two wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams, carts all good options.</li> <li>Create obstacle courses with the children that demand a range of movement to complete.</li> <li>Encourage children to use a range of equipment (wheeled toys, wheelbarrows, tunnels, tyres, den making, planks)</li> <li>Provide a range of balls in differing sizes for the children to play with (tennis balls, ping pong balls, footballs).</li> <li>Include socks, paper bags and jumpers to throw!</li> <li>Encourage the children to draw freely.</li> <li>Continually check the children's handwriting (pencil grip, letter formation). Provide extra help as and when needed.</li> <li>Plan for regular repetition (and through phonics teaching) so that correct letter formation becomes automatic, efficient and fluent over time.</li> <li>Plan in time to discuss healthy lifestyles (screen time, exercise, oral health, good sleep).</li> </ul>

### **Statutory ELG: Gross Motor Skills**

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Statutory ELG: Fine Motor Skills**

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  
- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.