



<p><b>Educational Programme for Physical Development:</b></p> <p>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.</p>	<p><b>Gross Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>● Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>● Demonstrate strength, balance and coordination when playing;</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>● Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>● Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Characteristics of learning:</b></p>
	<p><b>On going focus on:</b>  <b>Play and Exploring</b>          Bring their own interests and fascinations into early years settings. This helps them to develop their learning          Respond to new experiences that we bring to their attention.</p> <p><b>Active Learning</b>          Participate in routines.          Keep on trying when things are difficult.</p>



	<p><b>Creating and Thinking Critically</b> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"><li>• Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li><li>• Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</li><li>• Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li><li>• Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</li></ul>	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"><li>• every child is a <b>unique child</b>, who is constantly learning and can be resilient, capable, confident and self-assured</li><li>• children learn to be strong and independent through <b>positive relationships</b></li><li>• children learn and develop well in <b>enabling environments with teaching and support from adults</b>, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</li></ul>



**By the end of the Spring Term Nursery children should be able to:**

- Skips, hops, stands on one leg and can hold a pose for a game like musical statues
- Uses large-muscle movements to wave flags and streamers, paint and make marks
- Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams
- Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width
  
- Uses a comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand

**By the end of the Autumn Term Nursery children should be able to:**

**Pre-3**

- Observation checkpoint: Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?
- Explores different materials and tools
- Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks
  
- Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills
- Goes up steps and stairs, or climbs up apparatus, using alternate feet

**Pre-3**

- Is developing manipulation and control
- Explores different materials and tools

• importance of **learning and development**. Children develop and learn at different rates.

**Playing and Exploring**

Guide their own understanding by referring to visual aids or by talking to themselves while playing.

**Active Learning**

Show goal-directed behaviour.  
Begin to correct their mistakes themselves.

**Creating and Thinking Critically**

Review their progress as they try to achieve a goal. Check how well they are doing.  
Solve real problems.  
Sort materials

**Playing and Exploring**

Realise that their actions have an effect on the world, so they keep repeating them.  
Make independent choices.

**Active Learning**

Begin to predict sequences because they know routines.  
Take part in simple pretend play.

**Creating and Thinking Critically**

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



- Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks
- Uses one-handed tools and equipment, e.g. making snips in paper with scissors

**Key vocabulary:**

Direction, speed, acceleration, static, dynamic, dismount, co-ordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descend, speed, direction, obstacle, balance, control, flexibility, under, over, through, stabilise, core, muscles, energy, equipment, pace, jump, hop, skip, land, travel, space, stop, stand, still, start, ready, steady, go, around, safe, risk, climb

Tools might include: glue spreaders, chunky paintbrushes, thin paint brushes, rolling pins, knives, cutlery, hammers, drills, saws, tap 'n' shapes, chunky pencil, small pencil, ball point pen, felt pen, squeezey scissors, training scissors, left handed scissors, white board pens, buttons, zips