



Curriculum Sequence



Physical Development

Physical Development is one of the Prime Areas of the Early Years Foundation Stage. When children are confident with their physical skills, they are able to thrive across all areas of development.

This important area of children's learning and development incorporates growth and skill development of the body, brain, muscles and senses. It is also the foundation for mark making and writing and we recognise that the journey to become a confident writer begins at birth, long before a child can physically hold and control a pencil or crayon effectively.

At Perry Beeches Nursery School, we offer a wide range of play-based learning experiences which support children to develop their muscle strength and control at all stages. We begin with large scale, physical movements such as dancing with ribbon sticks, climbing the outdoor equipment or digging with full sized spades in the mud pit, to develop the shoulder and upper body strength, this progresses to smaller arm and hand muscles with lots of fine motor challenges and eventually leads to the progression of emergent writing stages.

We support children to develop independence in their self-help skills and we encourage children to be healthy, take safe risks and be aware of danger. Practitioners provide running commentaries as children explore physical challenges; we adopt a 'hands off' approach which we know can lead to a false sense of security. Instead, children are taught to know their own limits and with lots of coaching and encouragement begin to test themselves and achieve new goals.

Our outdoor environment provides a fabulous space for children to move freely and to love the feeling of being physical. Our areas are designed to provide different surfaces and gradients for children to run, roll, climb and explore new equipment.

We raise the importance of Physical Development by sharing ideas through Tapestry for children and families to take part in and get involved in together; these include yoga, dance and movement and many more.

| Physical Development: Gross Motor Skills | | | |
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| | Our Sequence of Learning | Our Unique Approach | Notes |
| <p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>Vocabulary: parts of the body, basic movements– run, walk, jump</p> | <ul style="list-style-type: none"> • I can run safely. • I can climb on simple structures. • I move energetically running and jumping. • I can walk up and down stairs using two feet at a time. | <ul style="list-style-type: none"> • Small key groups, provide opportunities for children to explore and experiment in a variety of ways. • A unique environment both indoors and outdoors that provides lots of space for children to explore and experiment with moving. Particularly core motor e.g. the climbing frame and bikes. • Access to outdoors every day, including the wild garden area with various gradients and surfaces to explore. • Open ended resources provided that can be used in a variety of ways to support physical development. • Key group activities planned to support physical development. • The children take part in age appropriate physical workouts following routines on the IWB. | |
| <p>"I am active and curious"</p> <p>Rising Three end point</p> <p>Vocabulary: tools, safe, tap,</p> | <ul style="list-style-type: none"> • I am able to jump safely from a low step. • I can move with confidence sideways and backwards. • I have good spatial awareness and can navigate safely when objects are fixed. • I am able to walk upstairs with one foot on each step. • I can ride a tricycle using pedals. | <ul style="list-style-type: none"> • School activities planned on a regular basis which encourages risk taking and development of physical skills in a safe environment. These include: <ul style="list-style-type: none"> - Woodwork bench - Gardening | |
| <p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>Vocabulary: more intrinsic movements – skip, hop, roll, crawl, speed of movements, more complex body parts, descriptive words– strong, quiet, smooth</p> | <ul style="list-style-type: none"> • With confidence I enjoy climbing on a range of things. • My spatial awareness is developing and I can navigate round obstacles that aren't fixed, taking into consideration myself as I do. • I am able to bend at the waist to pick things up, without falling over. • I am able to go up and down stairs using one foot on each step. • I am able to ride a balance bike | <ul style="list-style-type: none"> • Learning experiences that build on children's experiences/ physical development are provided both indoors and outdoors. • Resources provided are more open ended and challenging for children's physical development. • Challenging play is encouraged, and children are supported to take risks. • Practitioners adopt a 'hands off' approach when children are climbing etc as this ensures that the child knows their own limits and allows learning to progress at their own individual pace. • Practitioners support children to do their own 'risk assessment' of a learning experience, through coaching them through it with verbal commentaries. | |

| Physical Development: Fine Motor Skills | | | |
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| | Our Sequence of Learning | Our Unique Approach | Notes |
| <p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: Me, myself, I like... belongings– bag, coat, lunch– self care– brush hair, nappy change, my body parts– nose, eyes, body.</p> | <ul style="list-style-type: none"> I make marks in lots of different ways with large and spontaneous movements. I use a palm grasp to control mark making tools. | <ul style="list-style-type: none"> Mark making tools are chunky and easy to hold. Mark making is on a large scale and engages the whole body. A variety of tools and equipment are used to encourage a pincer grip. Play dough is available on a daily basis to support hand and finger muscle development. Outdoor play is explored daily and on a large scale– children are challenged to develop their arms and shoulder muscles. | |
| <p>“I am active and curious”</p> <p>Rising Three end point</p> <p>Vocabulary: marks, lines, shapes, write, draw, pictures, threading,</p> | <ul style="list-style-type: none"> I use a range of hand grips as my control with mark making tools develops. I can make more specific marks showing increasing control, such as big circles and lines. | <ul style="list-style-type: none"> Learning experiences require more intricate control, such as threading beads and smaller jigsaws. More challenging outdoor large scale experiences are provided, for e.g. large crates and pulleys to continue to develop upper body strength. | |
| <p>“I am capable and confident”</p> <p>Pre-School End point</p> <p>Vocabulary: letters, numbers,</p> | <ul style="list-style-type: none"> I can use a pencil effectively to make deliberate marks which vary in shape and size. I can use the tripod grip with some encouragement from an adult. I can use some small tools to create an effect. When I concentrate, I can achieve small and complex tasks which require precision and control. | <ul style="list-style-type: none"> There is an abundance of learning opportunities to support fine motor development throughout the learning environment. These opportunities tune in to children’s interests to ensure the correct children are targeted. Interventions are used flexibly and delivered to the children who need it. | |

| | Our Sequence of Learning | Our Unique Approach | Notes |
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| <p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: basic care and hygiene—using sign and own language</p> | <ul style="list-style-type: none"> • I know when I need to go to the toilet but I may not make it there in time. • I am aware of when I have wet or soiled myself and I can communicate this in my own way. • I need support from an adult to use the toilet. • I am beginning to be aware of where items of clothing fit on my body. | <ul style="list-style-type: none"> • Toileting is a joint approach with nursery and home and lots of support and advice is given if needed, including home packs. • An individual approach is used, and children use the toilet or potty in whichever way they find comfortable. | |
| <p>“I am active and curious”</p> <p>Rising Three end point</p> <p>Vocabulary: I feel, angry, upset, tears, comfort, hug, kind words</p> | <ul style="list-style-type: none"> • I have some occasional wetting or soiling accidents as I become aware of my body. • I need reminding to go to the toilet, but my independence is increasing. • I am beginning to get myself dressed and undressed. | <ul style="list-style-type: none"> • The toilets are a relaxed and homely place to support children to feel safe and secure. • Regular routines are established for toileting that encourage children to go at regular intervals throughout the day, e.g., prior to snack times, dinner times, before going home etc. • The use of visuals, including pictures and symbols, aids the children’s needs and independence. | |
| <p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: related to personal care and hygiene</p> | <ul style="list-style-type: none"> • I am usually dry and clean during the day. • I can take myself to the toilet and with encouragement. • I can attend to my own needs, such as washing my hands. • I can get my self-dressed and undressed. | <ul style="list-style-type: none"> • Children are encouraged to use the toilet independently with an adult close by if needed. Most, but not all children are reliably dry during the day by the age of 4. • Unique approaches ensure that children feel safe and secure in their developing independence, for e.g., some children bring their own potty from home. • The use of visuals, including pictures and symbols, aids the children’s needs and independence. | |