



PHYSICAL DEVELOPMENT: Curriculum Goals

Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities.'

Autumn Term	Spring Term	Summer Term
<p>First Milestone: Children are happy, and developing control of their bodies so that they can access all activities and opportunities in Nursery. Children are beginning to tell you when they're hungry or thirsty, and, with support begin to develop some independence with dressing.</p> <p>FINE MOTOR CONTROL PRE-WRITING SKILLS Moving and Handling 0-5 Range 3 and 4 PREFERENCE for dominant hand, hand, leg/foot Show increasing control in holding, using and manipulating a range of tools and objects such as tambourine, jugs, hammers and mark- making tools Participates in finger and action rhymes, songs games, imitating the movements and anticipating actions Develop their small motor skills so that they can use a range of tools safely, competently and confidently. Development Matters 0-3 Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p> <p>GROSS MOTOR CONTROL</p>	<p>Second Milestone: Children are gaining skills in manipulation of objects, with improving control and show independence in their use of equipment and tools. They can talk about and identify different parts of their bodies, and can use large muscle movements in dance, and mark- making activities. Children have gained knowledge about being healthy and caring for their bodies, including good dental health practises.</p> <p>FINE MOTOR CONTROL PRE-WRITING SKILLS Moving and Handling 0-5 Range 5 Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. 3 & 4 year olds Development Matters Use a comfortable grip with good control when holding pens and pencils (model and encourage the 'tripod' grip as it's most comfortable). Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>GROSS MOTOR CONTROL Range 5 Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p>	<p>Third Milestone: Children are confident and independent, rarely asking for help with dressing or toileting. Children have developed their core strength, which will enable them to join in with games and sport. They have developed fine motor control and hand-eye coordination- meaning they can access self-chosen activities safely. Children know the importance of being healthy and hygienic.</p> <p>FINE MOTOR CONTROL WRITING SKILLS Moving and Handling: Range 6 Begins to form recognisable letters independently Shows a preference for a dominant hand Uses a pencil and holds it effectively to form recognisable letters independently, most of which are correctly formed Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>GROSS MOTOR CONTROL Range 6 Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p>

<p>Range 4- Begins to walk, run and climb on different levels Uses wheeled toys with increasing skill such as pedalling, balancing, holding handle bars and sitting astride. Moves in response to music, or rhythms played on instruments such as drums or shakers Chooses different ways of moving</p> <p>Range 5: Manipulates scarves and ribbons</p> <p>Development Matters 0-3 Children learning how to fit themselves into different sized spaces, Move in a variety of different ways.</p> <p><u>Health and Self Care:</u></p> <p><u>Range 4:</u> Can hold a cup with two hands and drink well without spilling Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Range 5: Can wash and dry hands effectively and understand why this is important.</p>	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can grasp and release with two hands to throw and catch a large ball, beanbag or object Creates lines and circles pivoting from the shoulder and elbow</p> <p>Range 6: Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Handles tools, objects, construction and malleable materials safely and with increasing control and intention Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines</p> <p>Dev.M: 3 &4- Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p><u>Health and Self- Care:</u></p> <p>Development Matters 3-4 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently, develop skills in using knives and forks (if culturally appropriate). Can name and identify different parts of the body</p> <p>Range 5 Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Eats a healthy range of foodstuffs and understands need for variety in food</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Development Matters 3&4 yrs -Start to take part in some group activities which they make up themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><u>Health and Self Care:</u></p> <p>Range 6 Eats a healthy range of foodstuffs and understands need for variety in food Describes a range of different food textures and tastes when cooking and notices changes when they are combined or expose to hot or cold temperatures. Understand how to transport and store equipment safely. • Can initiate and describe playful actions or movements for other children to mirror and follow</p>
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	Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health	<ul style="list-style-type: none">• Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important• Usually dry and clean during the day
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