

Physical development	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.		
		Teaching and Learning opportunities	Early Development steps from the end of nurse year through to the autumn and spring terms and Early Learning Goals in summer term are the expected levels of development
	Fine motor	Daily opportunities to access the fine Motor area taking part in activities which develop pincer grasp, tool and pencil grip, control of tools, activities which involve threading, inserting, twisting, and pinching, opportunities to create letters and symbols with fingers and tools and showing preference for a dominant hand and using a tripod grip. Staff change the resources in this area regularly to provide a range of different activities.	<ul style="list-style-type: none"> <li>-Picking up tiny objects using pincer grasp</li> <li>-Making small cuts in paper with scissors</li> <li>-Using one handed tools and equipment e.g. scissors</li> <li>-Showing a preference for a dominant hand</li> <li>-Handling tools, objects and construction and malleable materials safely and with increased control</li> <li>-Using a range of small tools, including scissors, paintbrushes and cutlery</li> </ul>
		Around the Continuous Provision area turning pages in books, pouring using jugs, using tools such as tweezers, hammers and scissors, opening bottles and lids on objects. Additional items are added to the areas to enhance the provision on offer.	<ul style="list-style-type: none"> <li>-Picking up tiny objects using pincer grasp</li> <li>-Using one handed tools and equipment e.g. scissors</li> <li>-Showing a preference for a dominant hand</li> <li>- Handling tools, objects and construction and malleable materials safely and with increased control</li> <li>-Using a range of small tools, including scissors, paintbrushes and cutlery</li> </ul>
		For our early writing uses dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to music while dancing along to the music. The children then transfer these movements to writing tools (crayons/pens etc.) to make marks, this could be in foam, on paper, in sand etc. They will then use this action to think of letters they can form that use this shape. These sessions help children to be confident mark makers.	<ul style="list-style-type: none"> <li>-Using a comfortable grip with good control when holding pens, pencils and paint brush</li> <li>-Drawing lines and circles using gross motor movements</li> <li>-Holding pencils between thumb and two fingers instead of whole hand</li> <li>-Copying some letters especially letters from own name</li> <li>-Responding to music showing appropriate movement and rhythm</li> <li>-Showing a preference for a dominant hand</li> <li>-Beginning to show anti-clockwise movements and retrace vertical lines</li> <li>-Beginning to form recognisable letters</li> <li>-Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</li> </ul>
	Gross motor	Dough Disco where children have their own pot of playdough and mould it into music whilst performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it. This develops coordination, control and strengthens muscles in hands to support writing.	<ul style="list-style-type: none"> <li>-Showing a preference for a dominant hand</li> <li>-Handling tools, objects and construction and malleable materials safely and with increased control</li> </ul>
		Balance is taught weekly and the children learn to hold, move, gain control and move/balance around obstacles. When they are ready they move onto ride a pedal bike. The session takes part in the hall, or on the Playground giving them different spaces to negotiate.	<ul style="list-style-type: none"> <li>-Starting to experiment with different types of movement</li> <li>-Travelling with confidence and skill when moving around, under, over and through various equipment</li> <li>-Negotiating space and obstacles safely with consideration for themselves and others</li> </ul>
		Children have daily access throughout the day to a wide range of during daily continuous provision to help them to develop their gross motor skills. Inside the classroom children need to climb up and down. Outside opportunities include crates and poles to build with, balancing beams, logs of different sizes. Larger climbing equipment including climbing frames and walls to travel up, over, around and through is situated in the Hall. The children are encouraged to independently access resources and put them away, this enables them to develop their carrying and lifting skills.	<ul style="list-style-type: none"> <li>-Mountain stairs, steps or climbing equipment using alternative steps</li> <li>-Walking downstairs two-feet to each step</li> <li>-Jumping off objects safely and carefully</li> <li>-Travelling with confidence and skill when moving around, under, over and through various equipment</li> <li>-Negotiating space and obstacles safely with consideration for themselves and others</li> <li>-Move energetically, such as running, dancing, hopping, skipping and climbing</li> </ul>

1 hour PE lesson every week on a rotation with dance, gymnastics, multi-skills and Balance ability		Regular sessions each week enable children to play on wheeled toys such as balance bikes, pedal bikes and scooters. They use the playground learning different skills to balance and move the equipment negotiating around the space.	<ul style="list-style-type: none"> <li>-Starting to experiment with different types of movement</li> <li>-Travelling with confidence and skill when moving around, under, over and through various equipment</li> <li>-Negotiating space and obstacles safely with consideration for themselves and others</li> </ul>
		Inside the classroom and outside in the field children have open access to a range of resources. From small wooden bricks, rocks, planks, boulders, to large planks, crates, tubes and logs children can develop both fine and gross motor skills whilst being creative and building things on a small or large scale based on their experiences. Staff regularly enhance the construction area with different resources e.g. bobbins, carpet tubes etc.	<ul style="list-style-type: none"> <li>-Making simple models</li> <li>-Beginning to show a preference for a dominant hand</li> <li>-Standing momentarily on one foot</li> <li>-Handling tools, objects and construction and malleable materials safely and with increased control</li> <li>-Demonstrate strength, balance and coordination when playing</li> </ul>
		In PE children are invited to learn, practise, adapt and perform a range of simple dances based on popular nursery rhymes or movement songs, such as 'The Wheels on the Bus' or 'Head, Shoulders, Knees and Toes'. They experiment with moving their body in different ways, copy movements with different body parts and sequence movements together. Children also experience dancing to music in the classroom when music is played, moving different body parts rhythmically to the beat of the music.	<ul style="list-style-type: none"> <li>-Responding to music showing appropriate movement and rhythm</li> <li>-Showing increased control when linking movements together</li> <li>-Knowing that it is good to be active and sometimes get out of breath</li> <li>-Moving freely and confidently in a range of ways</li> <li>-Standing momentarily on one foot</li> <li>-Starting to experiment with different types of movement</li> <li>-Recognising how they can refine a range of physical actions such as rolling, running and skipping</li> <li>-Move energetically, such as running, dancing, hopping, skipping and climbing</li> </ul>
		Through gymnastics sessions they learn to skip, hop and balance on one leg as well as on and along equipment. They refine movements such as rolling, running, skipping and climbing and jumping off equipment. They also start to put short sequences of movements together.	<ul style="list-style-type: none"> <li>-Showing increased control when linking movements together</li> <li>-Knowing that it is good to be active and sometimes get out of breath</li> <li>-Moving freely and confidently in a range of ways</li> <li>-Standing momentarily on one foot</li> <li>-Starting to experiment with different types of movement</li> <li>-Recognising how they can refine a range of physical actions such as rolling, running and skipping</li> <li>-Demonstrate strength, balance and coordination when playing</li> </ul>
		Multi-skills balance, agility and co-ordination activities supports children in all throwing, catching and kicking activities and introduces them to using equipment such as bats /rackets, soft and hard balls, quoits, shuttlecocks etc.	<ul style="list-style-type: none"> <li>-Responding to music showing appropriate movement and rhythm</li> <li>-Showing increased control when linking movements together</li> <li>-Knowing that it is good to be active and sometimes get out of breath</li> <li>-Moving freely and confidently in a range of ways</li> <li>-Show increasing control when throwing, catching and kicking a ball</li> <li>-Recognising how they can refine a range of physical actions such as rolling, running and skipping</li> <li>-Move energetically, such as running, dancing, hopping, skipping and climbing</li> <li>-Demonstrate strength, balance and coordination when playing</li> </ul>