



Sequence of Learning for Physical Development

Intent for Physical Development:				
<ul style="list-style-type: none"> To encourage physical activity which will improve children's all-round development, enabling them to pursue happy, healthy and active lives. To provide opportunities to develop both gross motor skills - core strength, stability, balance, spatial awareness, co-ordination and agility, and fine motor control and precision to help hand-eye coordination, which is later linked to early literacy. 				
		Children in our Nursery School will learn to :	How staff will:	What will be the:
		Intent	Implement	Impact
Early Stages 1	Health and self-care	<ul style="list-style-type: none"> Cooperate with nappy changing routines. Communicate when their nappy needs changing. Know where the Nursery toilets are located in their provision Follow a good handwashing routine with full adult support. Cooperate with dressing and changing. Find their coat to play outside when asked by an adult. Drink from a cup without spilling. Try a variety of different foods. Feed themselves using a spoon. Move safely and independently between the different spaces indoors and out. 	<ul style="list-style-type: none"> Staff to support children when settling into the Nursery provision, encouraging them to take part in nappy changing, toileting routines, dressing etc. Praising children for cooperating. Encourage children to try a range of different foods at snack time, letting the children take part in setting the snack up and clearing it away. Encourage children to find their own coats and begin to help themselves when dressing and changing. Praise children for trying to have a go at putting their coat on or taking their own jumper off for example. 	<ul style="list-style-type: none"> Children will be happy and settled coming into Nursery. They will know where the toilets are and be able to take part in simple routines such as going to the sink to wash their hands and going to the nappy changing unit to have their nappy changed. Children will be happy to try a range of foods for snack and be able to have a drink independently. Children will be happy for adults to help them with tasks they find difficult and will start to have 'a go' and try things for themselves. Children will begin to follow simple instructions given by staff and begin to develop self-help skills.

Fine Motor	<ul style="list-style-type: none"> • Control the movement of their arms using a shoulder pivot • Use different large equipment to strengthen the muscles in their back, shoulders, arms and neck. • E.g. Use jugs and containers of different sizes to fill pour and empty with a variety of different materials, for example water and sand. 	<ul style="list-style-type: none"> • Staff to provide opportunities for children to learn what physical risks they are confident and able to take. • Encourage children to climb unaided and to stop if they do not feel safe. • To provide a range of different sized balls for children to start to develop their ability to kick, throw and catch balls. • Staff to provide equipment such as brushes, mops or large brushes to make marks on different surfaces. • Children to have opportunities to use large play equipment such as climbing frame, scramble net, large construction bricks, obstacle course, balls, hoops, etc. 	<ul style="list-style-type: none"> • Children will be able to use their arms with increasing control using a shoulder pivot. • Children will begin to gain confidence when using large equipment outside strengthening their back, arm and shoulder muscles. • Children will be able to fill and empty containers appropriately using a range of different materials.
Gross motor	<ul style="list-style-type: none"> • Explore and move large bricks to create different shapes and arrangements. • Push wheeled toys and prams around the outdoor spaces, negotiating others and equipment. 	<ul style="list-style-type: none"> • Staff to provide a range of large construction materials and loose parts to encourage children's creativity and ability to move them independently. • Provide cars, balance bikes, prams, wheeled vehicles for children to push and pull. 	<ul style="list-style-type: none"> • Children will be able to use large-scale construction toys and loose parts to make their own arrangements and shapes. • Children will be able to play with wheeled toys appropriately and move them with some control and coordination.
Fine motor	<ul style="list-style-type: none"> • Hold mark-making equipment using a palmer grip. • Pick up objects using a pincer grip. • Squeeze and squash different malleable materials. • Build towers and other arrangements using blocks of different sizes. 	<ul style="list-style-type: none"> • Staff to provide lots of different materials for children to hold and explore such as playdough, clay, finger paint, shells, brushes etc. 	<ul style="list-style-type: none"> • Children will respond to adults and copy modelled behaviour within each area. • Children will be confident to touch and use a range of malleable materials.

<p style="text-align: center;">Early Stages 2</p>	<p style="text-align: center;">Health and self-care</p>	<ul style="list-style-type: none"> • Sit on the potty or toilet as part of their nappy changing routine. • Shows an understanding of what the potty and toilet are used for. • Show an awareness of the need to wash their hands if they are dirty or after they have been to the toilet • Wash their hands with some adult support. • Know that they need a coat and appropriate clothing when playing outdoors. • Take off their coat after playing outside. • Attempt to dress themselves. • Use Nursery toys and equipment safely. 	<ul style="list-style-type: none"> • At snack times encourage children to try a range of foods as they become more independent eaters. Encourage the children to help with carrying, preparing, pouring drinks, cleaning etc. • Model good hygiene practices, washing hands etc. And discuss why it is important. • Explain why safety is an important factor in handling tools and moving equipment and materials. • Model and explain clear and sensible rules for everyone to follow. 	<ul style="list-style-type: none"> • Children will take part in the toileting routine and will become more independent and aware of the routines • Children will be able to attempt to put on outdoor clothing independently and ask for help when needed. • Children will be gaining confidence when attempting things independently and increasing their self-help skills.
	<p style="text-align: center;">Gross motor</p>	<ul style="list-style-type: none"> • Control and use their elbow pivot so that they can complete activities such as throwing, catching and climbing. • Move their arms in circular, up, down and up and over patterns. • Move up and down steps without adult support. • Move their bodies when music is played. • Jump and land on both feet. • Kick a large ball. • Run safely around the outdoor space. 	<ul style="list-style-type: none"> • Encourage children to paint, chalk or make marks with water on large vertical surfaces. Use walls and easels to stimulate large shoulder and arm movements. • Encourage children to cross the mid-line of their bodies. • Staff to ensure that a range of different spaces are available for children with varying confidence levels, skills and needs. 	<ul style="list-style-type: none"> • Children will begin to challenge themselves when using large equipment and begin to know their one limits when taking small risks. • Children will be beginning to develop their gross motor skills and coordination. • Children feel comfortable to move their bodies in a range of different ways following simple adult instructions.
	<p style="text-align: center;">Fine Motor</p>	<ul style="list-style-type: none"> • Manipulate malleable materials in different ways, pinch, smooth, and flatten clay and playdough with hands or begin to use rolling pins to flatten clay and/playdough. • Begin to make connections between their movements and the marks they make. • Look at books and handles them carefully. • Draw lines and circles. • Explored turning pages in a book. 	<ul style="list-style-type: none"> • Staff to provide a choice of open-ended materials to play with that allow for extended, repeated and regular practicing of fine motor skills like pulling, pushing, squeezing, rolling etc. • Staff to model how to handle and use books appropriately and how to use them respectfully. • Provide many opportunities to draw lines and circles, large scale and small scale using a range of materials, paint, pens, chalks etc. 	<ul style="list-style-type: none"> • Children will be able to explore a range of malleable materials with confidence and some control. • Children will be able to handle books appropriately. • Children will be able to draw lines and circles using a variety of materials. • Children begin to know that there is a connection between the movements they make and marks using writing equipment.

Developing Stage 3	Health and self care	<ul style="list-style-type: none"> • Use the potty or toilet for the majority of the nursery session but may still have occasional accidents. • Wash their own hands with little support from an adult. • Put on their own nursery coat and some other simple items of clothing. • Use cutlery with control, attempting to cut some soft snack • Begin to prepare some healthy foods to eat. • Knows foods which they like and dislike. • Manage risk indoors and outside. 	<ul style="list-style-type: none"> • Staff to encourage children to use the toilet when needed. • Putting more support in for children who need it and are struggling to go independently. • Praise children for attempting and successfully putting on and taking off items of clothing independently. 	<ul style="list-style-type: none"> • Children will be able to put on outdoor clothing with minimal support. • Children will be able to go to the toilet independently and successfully for the majority of the nursery session. • Children will feel confident enough to express their needs to an adult.
	Gross motor	<ul style="list-style-type: none"> • Copy actions when dancing. • Thread and weave materials. • Draw large movements on paper (lines, circles, zig zags etc). • Experiment with moving in different ways such as running, skipping, crawling, walking and hopping showing increasing control and coordination. 	<ul style="list-style-type: none"> • Model the vocabulary of movement - gallop, slither and encourage children to use it. • Model the vocabulary of instructions - follow, lead, copy. • Staff to allow less competent and confident children to spend longer amounts of time initially observing and watching without feeling pressured to join in large scale physical activities. 	<ul style="list-style-type: none"> • Children will have confidence to join in with movement activities, being able to move to music. • Children will be able to move in a range of different ways, increasing their coordination.
	Fine motor	<ul style="list-style-type: none"> • Develop a digital pronate grip when holding different mark making equipment. • Use scissors to snip malleable materials, holding the scissors using both hands. • Uses cutlery with control, attempting to cut food 	<ul style="list-style-type: none"> • Staff to support and model the correct grip when using different mark making equipment. • Provide access to scissors and creative equipment in provision. 	<ul style="list-style-type: none"> • Children are able to use a digital pronate grip when using mark making equipment with more confidence. • Children will be able to use scissors to snip at malleable materials and snip around paper.

Embedding Skills Stage 4	Health and self-care	<ul style="list-style-type: none"> • Use the toilet and wash their hands independently. • Attempt different zips and other fastenings. • Put on some items of clothing including shoes/ wellies. • Be aware of different types of exercise and take part in these with more control • Recognise some foods which are healthy and others which may not be as healthy to eat. • Use basic toys and nursery equipment safely. • Knows calm and quiet spaces in nursery where they can rest if they are tired. 	<ul style="list-style-type: none"> • Praise children when they are able to fasten coats and clothing independently. • Encourage children to take part in a variety of different types of exercise. • Talk to the children about what types of exercise. • Staff to encourage children to try a range of healthy foods, discussing why they are important. • Provide opportunities for children to explore and play with different fruit, vegetables, growing vegetables in the nursery allotment 	<ul style="list-style-type: none"> • Children will be able to begin to identify what healthy food is and name some healthy items. • Children will be able to take part in exercise and talk about why it is important. • Children will be able to fasten their coats and clothing independently with some support if required.
	Gross motor	<ul style="list-style-type: none"> • Balance on a range of low level equipment with some adult support. • Move at different speeds, negotiating space and not bumping into anything or anyone. • Follow a simple obstacle course combining different movements. • Throw a ball or bean bag towards a target. • Catch a scarf or slow moving object. 	<ul style="list-style-type: none"> • Encourage children to become more confident, competent, creative and adaptive movers. • Children becoming more confident and coordinated when using wheeled toys. • Encourage and praise children when they steer round others, not bumping into other children or adults. 	<ul style="list-style-type: none"> • Children will be able to move on wheeled vehicles with some control and coordination, managing to steer around others. • Children will have improved balance when on low level equipment. • Children will become more accurate when throwing and catching objects and balls.
	Fine motor	<ul style="list-style-type: none"> • Control the different muscles in their hand so that they can control mark making objects such as chunky pens and paintbrushes using a static tripod grip moving to a triangulation grip. • Use their developing hand eye coordination to make a mark in an intended place. • Use glue sticks and glue spreaders. • Hold scissors, sometimes using both hands and randomly 'snip' paper. 	<ul style="list-style-type: none"> • Staff to model and encourage children how to use one-handed tools, scissors and hammers and then guide them with hand over hand help. • Provide lots of materials and objects to encourage the children to pick up small objects. 	<ul style="list-style-type: none"> • Children will have increased control when mark making, making a range of types of marks such as lines, circles, and enclosed objects. • Children will have improved confidence and control when cutting and using one handed tools. • Children will be able to complete a range of tasks using improved fine motor control.

<p>Understanding and applying Stage 5</p>	<p>Health and self-care</p>	<ul style="list-style-type: none"> • Dress themselves with minimal adult support. • Use a range of different tools and equipment safely and for the correct purpose. • Understand that parts of our daily routine help us to stay healthy e.g. brushing teeth, washing hands, eating healthy food. • Show an understanding of the effects exercise has on the body, e.g. heart beating faster. 	<ul style="list-style-type: none"> • Staff to encourage children by helping them, but leaving them to do the last steps e.g. pulling the zip up. Staff to gradually reduce the help given until the child can do each step on their own. • Talk with children about the importance at eating healthy and brushing their teeth. • Staff to discuss the importance of drinking water. 	<ul style="list-style-type: none"> • Children will be able to attempt to put on their own clothing, with support if needed. • Children will be aware of the importance of keeping their teeth clean, drinking water and eating healthy food.
<p>Understanding and applying Stage 5</p>	<p>Gross motor</p>	<ul style="list-style-type: none"> • Kick a ball towards a target. • Balance on one leg. • Travel through and over climbing equipment and tunnels. • Climb ladders with confidence. • Negotiate different pathways, speeds and gradients without falling. • Catch a bean bag and large ball. • Jump off an object correctly. 	<ul style="list-style-type: none"> • Adults will play a range of games with children including kicking, throwing and catching balls • Provide equipment will be provided which give children opportunities to go through, under, over, round etc. 	<ul style="list-style-type: none"> • Children will be able to travel through, over, under, round equipment. • Children will be able to climb ladders and use the climbing frame with confidence. • Children will have the confidence to use balls in a variety of ways.
	<p>Fine motor</p>	<ul style="list-style-type: none"> • Hold a pen or pencil using a triangulation grip in their dominant hand. • Thread different materials on strings. • Hold scissors correctly and ‘snip’ paper. • Attempt to cut a straight line using scissors. • Begin to form letters from their name. 	<ul style="list-style-type: none"> • Staff to reduce the support and help when children using one handed tools. Encourage them to use tools independently. • Children will be provided with a range of threading equipment, beads, pasta, cereal, straws, and buttons. • Children encouraged to label their work with their name. 	<ul style="list-style-type: none"> • Children will be able to hold a pen/pencil with an effective grip and will be able to start to form some of the letters from their name. • Children will be able to hold a pair of scissors correctly and will be able to use effectively to snip paper or cut along a straight line.
<p>Secure Confident Learners Stage 6</p>	<p>Health and self-care</p>	<ul style="list-style-type: none"> • Dress for outdoor play independently. • Say different things they can do to stay healthy and give reasons why they are important, e.g. washing hands to get rid of germs etc. • Transports tools around the nursery setting safely and knows where they belong. • Keep themselves safe in the nursery environment and manage risks with little support from an adult. 	<ul style="list-style-type: none"> • Talk to children about why its important to wash their hands carefully and throughout the day, including before they eat and after they’ve used the toilet. • Adults will demonstrate how to use equipment safely and encourage children to put resources and materials away. • Adults will discuss how children can stay safe both in Nursery and at home. 	<ul style="list-style-type: none"> • Children will be able to wash their hands independently and explain why. • Children will be able to use scissors, hole punches etc carefully and safely and will know where to return them. • Children will negotiate spaces and objects safely. • First aid entries will be minimal.

Secure Independent Learners Stage 6	Gross motor	<ul style="list-style-type: none"> • Practice and remember different dances and link different dance moves together. • Hop on one foot. • Pedal a tricycle and balance on a balance bike. • Catch a small ball. • Use a bat and ball, sometimes hitting the ball with the bat. • Throw a large ball through a hoop. • Begin to show increasing control over an object. 	<ul style="list-style-type: none"> • Adults will provide opportunities for children to dance and move for example 'wake up and shake up'. • Adults will give children opportunities to use 2 and 3 wheeled vehicles in a safe environment. • Small apparatus will be available daily and children will be encouraged to participate in games involving catching / throwing with a variety of equipment. 	<ul style="list-style-type: none"> • Children will be able to perform a dance with 2 or 3 movements, which will include being able to hop, jump, skip. • Children will be able to ride either a tricycle or balance bike with competence and confidence. • Children will be able to catch a small ball and use a bat and ball confidently and successfully. • They will use small apparatus confidently and efficiently.
	Fine motor	<ul style="list-style-type: none"> • Begin to form some letters correctly by moving their pencil using the correct movements and formation. • Move the scissors forward when they are cutting and cut a straight line, a wavy line and a simple shape. • Manipulates clay to make a desired outcome, showing good control and using it safely. • Beginning to manipulate clothes fastenings, e.g. zip up coats, fasten buttons etc. 	<ul style="list-style-type: none"> • Staff providing lots of opportunity for children to write for a variety of purposes around the provision. • Staff to model the correctly way to hold and use scissors, supporting children who find it difficult. • Encourage children to cut independently around closed objects. • Encourage children to write their own name. • Provide children with a wide range of activities, which include small loose parts, fine intricate pieces that need increased fine motor control from the children. 	<ul style="list-style-type: none"> • Children will be able to write their own name. • Children will be able to use scissors accurately and with control to cut a variety of different lines and simple objects. • Children will have good control when using small objects, using tools and manipulating malleable materials.