



# Physical Development

## Curriculum Intent



“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”.

Early Years Foundation Stage Statutory Guidance 2021



**Birmingham Federation**  
Maintained Nursery Schools

# Communication & Interaction - Implementation

## The Role of the Adult in Nursery 1 (2-3s)

- To plan and facilitate engaging opportunities for children to develop gross motor skills in both the indoor and outdoor learning environments.
- To plan and facilitate engaging opportunities for children to develop fine motor skills.
- To plan and facilitate opportunities for children to develop self care skills and independence (supporting hand washing, being independent with clothing and using a knife and fork.)
- To provide a wide range of open ended resources and tools for children to explore and manipulate throughout the learning environment.
- We agree acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities

## We Provide...

- Free flow between the outside and inside environment for the majority of the day, both spaces provide numerous opportunities for fine and gross motor development.
- Support to develop independence (taking off shoes and outing on wellies, taking wet suits on and off)
- A range of malleable materials available for daily exploration, including clay.
- Daily snack time which enables children to make independent choices, be involved in cutting fruit and pouring drinks.
- Safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders.

## We are duty bearers, we ensure children's rights are met.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously

Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

## At the end of their time in N1 children (2-3's) will...

- Sit up from lying down, stand up from sitting and squat with steadiness to rest or play with objects on the ground, and rises to feet without using hands
- Sit comfortably on a chair with both feet on the ground
- Run safely on whole foot
- Move in response to music, or rhythms played on instruments such as drums or shakers
- Jump up into the air with both feet leaving the floor and can jump forward a small distance
- Begin to walk, run and climb on different levels and surfaces
- Begin to understand and choose different ways of moving
- Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it
- Climb up and down stairs by placing both feet on each step while holding a handrail for support
- Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- Begin to show preference for dominant hand and/or leg/foot
- Turn pages in a book, sometimes several at once
- Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Hold mark-making tools with thumb and all fingers

## **At the end of their time in N1 children (2-3's) will... (Continued)**

- Bw very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Need to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times
- Feed self competently
- Be able to hold a cup with two hands and drink well without spilling
- Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develop increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Be able to help with and be increasingly independent when putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots
- Begin to recognise danger and seeks the support and comfort of significant adults
- Increasingly express their thoughts and emotions through words as well as continuing to use facial expressions

# Personal, Social and Emotional Development

## The Role of the Adult in Nursery 2 (3-4s)

- To plan and facilitate engaging opportunities for children to develop gross motor skills in both the indoor and outdoor learning environments.
- To plan and facilitate engaging opportunities for children to develop fine motor skills.
- To plan and facilitate opportunities for children to develop self care skills and independence (supporting hand washing, being independent with clothing and using a knife and fork.)
- To provide a wide range of open ended resources and tools for children to explore and manipulate throughout the learning environment.
- We agree acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities

## We Provide...

- Free flow between the outside and inside environment for the majority of the day, both spaces provide numerous opportunities for fine and gross motor development.
- A large outdoor space where children are challenged, are able to move in a range of ways, to climb and explore different terrain.
- Support to develop independence (taking off shoes and outing on wellies, taking wet suits on and off)
- A range of malleable materials available for daily exploration, including clay.
- Daily snack time which enables children to make independent choices, be involved in cutting fruit and pouring drinks.
- Safe spaces where children can explore, challenge themselves and solve problems like how to balance on beams or climb ladders.

## We are duty bearers, we ensure children's rights are met.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously

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Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

## At the end of their time in N2 children (3-4's) will...

- Climb stairs, steps and move across climbing equipment using alternate feet. Maintain balance using hands and body to stabilise
- Walk down steps or slopes whilst carrying a small object, maintaining balance and stability
- Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Create lines and circles pivoting from the shoulder and elbow
- Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
- Tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observe and describe in words or actions the effects of physical activity on their bodies.
- Name and identify different parts of the body
- Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Wash and dry hands effectively and understands why this is important
- Be willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body
- Observe and control breath, be able to take deep breaths, scrunching and releasing the breath

## At the end of their time in N2 children (3-4's) will... (continued)

- Mirror the playful actions or movements of another adult or child
- Work towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Dress with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom



## N2 children will be working towards...

- Choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumping off an object and landing appropriately using hands, arms and body to stabilise and balance
- Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travelling with confidence and skill around, under, over and through balancing and climbing equipment
- Showing increasing control over an object in pushing, patting, throwing, catching or kicking it
- Using simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Showing a preference for a dominant hand
- Beginning to use anticlockwise movement and retrace vertical lines
- Beginning to form recognisable letters independently
- Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed



## N2 children will be working towards... (continued)

- Eating a healthy range of foodstuffs and understands need for variety in food
- Describing a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describing a physical change to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Initiating and describing playful actions or movements for other children to mirror and follow
- Having an established and consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Being dry and clean during the day
- Showing some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Showing understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Showing understanding of how to transport and store equipment safely
- Practicing some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience