

Leighton Academy Early Years Curriculum – Physical Development

What we want to children to know and be able to do:			
Age	2-3 Years Nursery	3-4 Years Nursery	4-5 Years Reception
Knowledge and Skills:	• Pass things from one hand to the other. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit into spaces, like tunnels, dens and large boxes, and move around in them. • Build independently with a range of appropriate resources. • Walk, run, jump and climb – and start to use the stairs independently. • Begin to become independent in wanting to feed and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control – cooking equipment, mark making etc. • Explore different materials & tools – paintbrushes, playdough tools etc. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Enjoy kicking, throwing & catching. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	• Develop ways of moving, balancing, riding (scooters, trikes and bikes) and ball skills. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Show a preference for a dominant hand. • Be increasingly independent dressing and undressing, for example, putting coats on and doing up zips. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Work with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use a comfortable grip with good control when holding pens and pencils. • Take part in some group activities which they make up for themselves, or in teams. • Use & remember sequences & patterns of movements which are related to music and rhythm. • Match physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan.	• Beginning to form recognisable letters. • Developing small motor skills so that they can use a range of tools safely. • Using core muscle strength to achieve good posture while sitting at a table or floor. • Developing hand and arm strength • Lining up/queue to wash hands • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Form recognisable letters independently. • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, co-ordination, and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. • Have control over letter size while writing and keep them close to the line. • Combine different movements with ease and fluency.
Key Vocabulary:	Run, jump, hop, climb, walk, push, fast, slow, stop, go, hands, feet, legs, arms, head, tummy, tired, hot, cold, throw, catch, kick, roll, balance, hold, squeeze, pinch, twist, turn, pen, pencil, crayon, brush, scissors, wash, clean, toilet, coat, zip, help.		Run, jog, hop, skip, jump, climb, balance, squeeze, muscle, stretch, bend, twist, fast, slow, forward, backward, up, down, over, under, pinch, squeeze, twist, turn, cut, draw, write, thread, build, pencil, crayon, scissors, paintbrush,

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			glue, tweezers, heavy, light, tired, strong, wash, clean, brush, dress, coat, zip, fasten.
What will be explicitly taught:	- How to hold and pass small objects. - How to crawl and fit into spaces such as dens, under stools etc. - How to build with various construction resources. - How to climb stairs and apparatus outside. - Model how to scoop and stab food with spoon and fork. - Opportunities to dress and undress, simple dressing up clothes, sequence e.g. shoes first, then trousers etc. - How to use body to kick and throw balls. - Opportunities to pour, do/undo zips/manage smaller tools.	- How to use arms for balance. - How to hold and use pencils, paintbrushes and scissors correctly and with increasing control. - How to hop, skip and climb outdoor apparatus. - How to pick up and carry equipment safely, e.g. one end close to the floor when carrying a stick. - How to combine, remember and repeat simple sequences of movements. - Model how to plan, carry out and evaluate a self-chosen task, e.g. making a map.	- Modelling dough disco to strengthen hand muscles - How to use tools and equipment safely and sensibly. - Gross motor skills games - Teach and model correct letter and number formation. - Modelling bat and ball game. - Read write Inc, phonics rhyming letter formation skills. - Modelling how to move around safely and - Throwing and catching games - Fred fingers for accuracy and letter formation mats modelled when writing. - Modelling how to play ball games. - Handwriting – letter formation-following handwriting policy
Provision:	- Pencils, crayons, tweezers, scissors, playdough tools, small items to manipulate, buttons, sequins etc. - Bats, balls, quits, hoops, bean bags etc. - Flags, ribbons and streamers. - Steps, stair, slides to climb. - Music players and instruments. - Large boxes, dens, crates etc to hid in. - Range of large and small construction resources- wooden blocks, duplo etc. - Aprons, tabards, hats, dressing up clothes. - Knives, forks, spoon, beakers, jugs. - Trikes, bikes, scooters. - Loose parts: planks, crates, tyres.	- Obstacle courses, wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres - Playdough, tweezers, balancing games: cups and lollypop sticks, scissors - structures to jump on/off, den-making materials, - logs and planks to balance on, - A-frames and ladders, climbing walls, slides and monkey bars. - Mark making area: tripod pens, big and fat pencils, sharpeners, rubbers, lined paper, different textured paper, different sized paper, letter formation, alphabet, capital letters and lower-case letters mat. - Skipping rope, hoola-hoop, binbag games.	