



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<b>Physical Development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<p><b>Daily opportunities for Fine Motor Activities</b></p> <p>Activities will be continued and practiced across each half-term.</p> <p>Vocabulary (including but not limited to) Pencil, hold, pencil grip, space, safe, equipment, strong, balance, up, down, in, out, move, run, jump, dance, skip, hop, climb, roll, catch, help, under, over, behind, slide, bend, higher, faster, longer, cut, snip, squeeze.</p>	<p>Introduce moving in a variety of ways, walking, running, crawling jumping. Begin to negotiate space. Stand on one leg. Hold a pose.</p> <p>Use large muscles to wave streamers, paint and draw. Create movement in response to music. children to paint, chalk or make marks with water on large vertical surfaces. Introduce one-handed tools and equipment, to be able to use them safely and effectively. For example, making snips in paper with scissors.</p>	<p>Begin to draw lines and circles using gross motor. Observe the effect it has on their body.</p> <p>To stop and start with control.</p> <p>To hop on one foot, shuffle, slither, slide.</p> <p>Introduce balls, rolling, kicking.</p> <p>To practise snipping using easy release scissors. Children to practise using a rolling pin in play-dough. Printing with vehicles.</p>	<p>Introduce children to the balancing beam. Practise stretching different parts of the body. Children to roll a ball to one another.</p> <p>To begin to use a comfortable grip to hold chunky crayons and pencils.</p> <p>To use pattern tools in the malleable.</p> <p>To use large spades and buckets.</p> <p>To use cutlery independently. To use dabbers and round handles brushes more accurately.</p>	<p>To understand the importance of good health. Introduce throwing and catching a large ball. To practice balancing. Move in a variety of ways, to practice skipping.</p> <p>To introduce tools in the malleable.</p> <p>To practice pre-writing letter shapes.</p> <p>To use brushes and rakes. To make marks on paper-lines.</p> <p>To begin turning pages in a book.</p> <p>Tearing paper - tissue or newspaper.</p> <p>To dig holes for planting.</p>	<p>Draw lines and circles. To catch a large ball. Run skillfully and negotiate space.</p> <p>Children to develop a preference for a dominant hand.</p> <p>Copy and remember sequences and patterns of movement in response to music and rhythm.</p> <p>To use shape stampers and cutters in the malleable.</p> <p>To use trowels in the sand. To practice pre-writing letter shapes.</p>	<p>To handle objects safely with increasing control.</p> <p>To pass a bean bag in a variety of ways.</p> <p>To use a comfortable grip with good control when holding pens and pencils. Practise zipping their coat. Taking part in some group activities such as team games. Becoming increasingly independent in dressing and undressing.</p> <p>Children to have a go at forming some recognizable letters from taught sounds and in their name.</p>
<p><b>How do we support the development of physical development in Nursery?</b></p> <ul style="list-style-type: none"> <li>*Children have free access to a variety of fine motor tools during child-initiated time, such as scissors, pencils, crayons, felts etc...</li> <li>*Children have the correct grip modelled to them with support from an adult</li> <li>*Children take part in a daily 'dough disco' activity</li> <li>*Children have daily access to our outdoor area to practice walking, running and climbing.</li> <li>*Wake up, shake up activities on arrival to Nursery</li> <li>*All children are encouraged to feed themselves during snack and lunch time and make positive healthy choices.</li> <li>*Children are encouraged and supported as necessary to put on their own coats and do up their zips</li> <li>*Children understand the importance of self-care and are gaining independence when washing and drying hands. *Scooters, trikes, push, and pull toys are available daily and children are supported to use safely and with confidence.</li> </ul>						