

Physical Development

Physical Development is one of the Prime Areas of the Early Years Foundation Stage. When children are confident and supported with their physical skills they are able to thrive across all areas of development. This important area of children's learning and development incorporates growth and skill development of the body, brain, muscles and senses. We recognise that all children are on a unique journey and we support this with a range of well planned, individual support strategies.

Physical development is also the foundation for mark making and writing and we recognise that the journey to become a confident writer begins at birth - long before a child can physically hold and control a pencil or crayon effectively. Children are provided with a huge range of media and resources to explore and experiment as part of their play.

At Haven Nursery School we offer a wide range of play-based learning experiences which support children to develop their muscle strength and control at all stages. We begin with large scale, physical movements such as tummy time, movement and music sessions with sensory scarves or climbing using ladders, and this then progresses to smaller arm and hand muscles with lots of fine motor challenges and eventually leads to the progression of emergent writing stages.

We support children to develop independence in their self-help skills and we encourage children to be healthy, take safe risks and be aware of danger. Practitioners provide running commentaries as children explore physical challenges and, at the appropriate age and stage, we adopt a 'hands off' approach as we know otherwise this can lead to a false sense of security. Instead children are taught to know their own limits and with lots of encouragement and coaching, begin to test and challenge themselves.

Both our indoor and outdoor environment provides a fabulous space for children to move freely and to love the feeling of being physical. The outdoor environments in all areas of the nursery school provide different surfaces and gradients for children to move, crawl, walk, run, roll, climb, balance and explore.

Curriculum Progression Sequence

Physical Development: Gross Motor Development		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I enjoy being on the move! • I can crawl in different directions and speeds • I can pull myself up to standing and explore • I can clap my hands	• A unique environment both indoor and outdoors that is planned for the current stage of the children and provides lots of space for children to explore and experiment with moving. • Low level furniture that allows children to pull up and explore • Regular music and movement sessions • Access to outdoors every day, including areas with various gradients and surfaces to explore • Open-ended resources provided that can be used in a variety of ways to support Physical development. • Regular tummy time
1 year olds end point	• I am becoming a confident walker • I am beginning to understand my own limits e.g. I will sit down at the top of the slide • I am showing an interest in climbing and can show some control in coming back down • I can explore a range of spaces – travelling in under and through tunnels and over bridges • I enjoy throwing a ball towards an adult • I will sit on a toddle bike and know to scoot my legs	• Well organised and planned environment with age and stage appropriate climbing equipment which offers challenge at different stages • Adults who emotion coach and support (hands on when needed) with risk taking • Lots of opportunity for ball play at different levels (e.g. size balls, balloons, bean bags etc.) • Access to outdoors every day, including areas with various gradients and surfaces to explore • Range of walkers and trikes available daily to support different age and stages • Regular music and movement sessions
2 year olds end point	• I am able to run safely • I can climb on simple structures • I move energetically running and jumping • I am able to walk up and down stairs using two feet at a time • I am able to push along on a 4 or 3 wheeled trike without pedals • I can use large brush strokes to make marks in a range of ways • I can roll or throw a ball to an adult	• A unique environment both indoor and outdoors that is planned for the current stage of the children and provides lots of space for children to explore and experiment with moving. • Access to outdoors every day, including areas with various gradients and surfaces to explore • Open-ended resources provided that can be used in a variety of ways to support Physical development. • Adult initiated activities planned to support physical development e.g. vertical/ hanging painting to support core muscle development. Based on curiosities and interests of children • Lots of opportunity for children to take risks within their play and provision that provides appropriate challenge
Rising threes end point	• I am able to jump safely from a low step • I can move with confidence sideways and backwards	• Open ended resources to allow children to begin to measure and take risks • Adult initiated activities planned to support physical development e.g. music and movement sessions • Forest school activities planned for children in Hive

	• I have good spatial awareness and can navigate safely when objects are fixed • I am able to walk upstairs with one foot on each step • I can ride a tricycle using pedals • I am beginning to show curiosity in using a balance bike with 2 wheels • I am beginning to copy movement to music, matching the actions/ movement I see	on a regular basis which encourages risk taking and development of physical skills in a safe environment (see curriculum approach document)
Pre-school end point (school leavers)	• With confidence I enjoy climbing on a range of things and am willing to challenge myself • My spatial awareness is developing and I can navigate round obstacles that aren't fixed, taking into consideration myself as I do • I am able to bend at the waist to pick things up, without falling over • I am able to go up and down stairs using one foot on each step • I am able to ride a balance bike • I can use a 3 wheeled scooter with increasing confidence and control • I am able to swing from equipment using just my hands for 10 seconds or more • I am able to join in with a patterns of movement related to songs I know and enjoy • I can complete an obstacle course with 3 or more parts	• Learning experiences that build on children's experiences/ physical development are provided both indoors and outdoors • Resources provided are more open ended and challenging for children's physical development • Challenging play is encouraged and children are supported to take risks • Practitioners adopt a 'hands off' approach when children are climbing etc as this ensures that the child knows their own limits and allows learning to progress at their own individual pace • Adult initiated activities planned to support physical development • Practitioners support children to do their own 'risk assessment' of a learning experience, through coaching them through it with verbal commentaries • Forest school activities/ sessions planned on a regular basis which encourages risk taking and development of physical skills in a safe environment (see curriculum approach document) • Regular access to soft play • Small group boogie mites and boogie beebies sessions

Physical Development: Fine Motor Development

Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones	• I can pass something that interests me between my own hands or to someone else • I can pick up small things that really interest me with my thumb and finger • I can explore different textures using my hands • I pick up different tools with a palmar grasp • I can feed myself finger foods at snack time and begin to use a spoon	• Sensory provision available daily in the continuous provision with a range of textures and resistance • Encouragement from key person for developing independence at snack and meal times. Children given choice of 2 snacks at least • Range of age appropriate mark making tools in provision • Heuristic play opportunities 1:1 or small group • Exploration of paints, pens, chalks etc supported by an adult regularly
1 year olds end point	• I can stack objects (such as blocks) on top of each other • I can feed using a spoon, showing developing confidence in control • I can pick up small things that really interest me with my thumb and finger • I can use my fingers to explore textures and resources and make marks in a range of ways • I can complete a simple insert puzzle	• Sensory provision available daily in the continuous provision with a range of textures and resistance • Encouragement from key person for developing independence at snack and meal times. Children given choice of 2 snacks at least. • Range of age appropriate mark making tools in provision • Heuristic play opportunities 1:1 or small group • Exploration of paints, pens, chalks etc supported by an adult • Mark making tools are chunky and easy to hold • Mark making is on a large scale and engages the whole body regularly
2 year olds end point	• I make marks in lots of different ways with large and spontaneous movements • I use a palmar grasp to control mark making tools • I can pour water from different size containers • I am beginning to master using a fork	• Mark making tools are chunky and easy to hold • Mark making is on a large scale and engages the whole body • Play dough is available on a daily basis to support hand and finger muscle development • Outdoor play is explored daily and on a large scale—children are challenged to develop their arms and shoulder muscles • Indoor and outdoor water provision daily with enhancements for pouring • Mini meals (half termly) – cooking own snacks – pouring and feeding skills
Rising threes end point	• I use a range of hand grips as my control with mark making tools develops • I can make more specific marks showing increasing control, such as big circles and lines	• Learning experiences require more intricate control, such as threading beads and smaller jigsaws • More challenging outdoor large-scale experiences are provided, e.g. large crates and pulleys to continue to develop upper body strength.

	• I can pour myself a drink from a jug that isn't too full	
Pre-school end point (school leavers)	• I can use a pencil effectively to make deliberate marks which vary in shape and size • I can use the tripod grip with some encouragement from an adult • I can use some small tools to create an effect • When I concentrate, I can achieve small and complex tasks which require precision and control • I can put my coat on and do up the zip, with minimal assistance • I can feed myself using a knife and fork if appropriate	• There are an abundance of learning opportunities to support fine motor development throughout the learning environment. These opportunities tune in to children's interests to ensure the correct children are targeted • Interventions are used flexibly and delivered to the children who need it, e.g. dough gym, finger gym. Schools therapy pack is accessed as needed