

**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Physical Development**

Physical Development is one of the Prime Areas of the Early Years Foundation Stage Curriculum. The Sue Hedley Nursery School practices the Highscope philosophy across all areas of learning incorporating the Birth to five matters, this is how it looks within Physical Development.

The Sue Hedley Nursery School provides opportunities which enable children to discover, explore and engage in first hand experiences. Our curriculum is designed to be accessible for all children, regardless of ability. We ignite children’s interest in learning by creating an environment that encourages them to explore learning materials and interact with adults and peers. Active learning is at the centre of The Sue Hedley Nursery School and is the foundation for our children to gain knowledge through their natural play and interactions with the environment, events, and other people.

We nurture children’s strong need to be physically active which builds the foundations for other areas of their development by building children’s strength, stamina, balance, co-ordination, and dexterity. We do this by developing children’s fine and large motor skills. Fine motor skills depend on gross motor skills, which is why we offer a joined-up approach for whole body physicality and strength. By providing interesting experiences which help children practice their fine motor skills and using purposeful tools and small movements to develop children’s accuracy and precision skills. At small group times we offer cooking, gardening, fixing, and making creations. The fine manipulative control skills developed in these activities will begin to provide the fundamentals for holding a pencil for drawing, mark-making, and writing when children are developmentally ready.

We offer a rich indoor and outdoor environment, which is fully accessible to all children providing a thought-provoking space for children to explore and discover. Physical development is valued and promoted through the planning and layout of the nursery, providing authentic resources throughout our provision. Equipping the outdoor area to support large motor skills with a base layer of resources to promote balance and upper body strength e.g., balance bikes, scooters, wheeled vehicles, wheelbarrows.

We have an amazing on-site Forest School; Our Forest School activities are designed to be interesting and engaging with hands on real experiences. We feel Learning through play and child-led learning results in higher levels of interest, which in turn improves children’s attention and concentration. Children are encouraged to assess risks themselves and decide when to take risks. The encouraged risk-taking, access to the natural world, firsthand experiences and learning through play, result in increased confidence with the children at our nursery. Our Children learn how to assess problems and make their own decisions about the best way to solve the problem.

**Curriculum Sequence**

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| **Physical Development: Moving and Handling- Gross Motor Skills** | | |
|  | Our Sequence of Learning | **Our Unique Approach** |
| “I am a keen explorer.”  ***Two-Year-Old end point***  ***…………………………………***  ***Vocabulary:***  ***Run, walk, slow, fast, up, down, safe, stop, go, jump.*** | * I can run safely. * I can follow a simple obstacle course combining different movements. * I can move in response to music and instrument. * I am confident on different surfaces | * We provide a safe space indoors and outdoors where children can explore, challenge themselves and solve problems. * Access to outdoors every day, including forest school where children have plenty opportunities to explore different surfaces and weather conditions. * Open ended resources provided to be used in a variety of ways to support physical development. * We play music, and provide scarves streamers and musical instruments for children to explore |
| “I am active and curious.”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  ***Balance, climb, catch, throw, kick, movement, speed.*** | * I can Balance on one leg. * I can Climb the climbing wall and climbing tree with confidence. * I can Catch a bean bag and large ball. * I can run with spatial awareness and move in different directions, adjusting speed. * I can kick a ball towards a target | * We plan activities where children can practice moving in diverse ways and different speeds. We give children opportunities to practice balancing on beams, logs crates blocks. Target throwing with balls and beanbags, rolling kicking, and catching balls. * In forest school we plan activities to encourage risk taking and development of physical skills in a safe environment |
| “I am capable and confident.”  ***Nursery Two end point***  ***………………………………….***  *Vocabulary****:***  ***Under, over, on top, behind, Infront, my turn, your turn, team, spin, pedal, control, wait****.* | * I can Pedal a tricycle and balance on a balance bike. * I can Catch a small ball and throw a large ball through a hoop. * I can use a bat and ball, sometimes hitting the ball with the bat. * I am beginning to show increasing control over an object. * I enjoy climbing and can do so with confidence | * Small apparatus will be available daily and children will be encouraged to participate in games involving catching / throwing with a variety of equipment. * We teach children how to access, use and store resources safely to build independence, we also have a big enthesis on tidy up time. * Resources provided are more open ended and challenging for children’s physical development. * We support children to manage their own risk taking, of a learning experience, through guidance. |
| “I am a critical thinker and resilient.”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:***  ***Strong, weak, controlled, above, below, side by side,*** | * I can negotiate space and obstacles safely, for myself and others. * I demonstrate strength, balance, coordination when playing. * I move energetically, running jumping dancing hopping climbing and skipping. * I can Pedal a tricycle and balance on a balance bike. * I Use a range of outdoor equipment using good coordination and balance, avoiding other children playing around them. | * We provide materials to create enclosed spaces and dens such as fabric, poles, and pegs. * Challenging play in encouraged and children are supported to take risks. * Practitioners support children to do their own ‘risk assessment’ this ensures that the children know their own limits and we allow the learning to progress at their own individual pace. * Children have access to the outdoor provision every day, we set up new equipment each week for the children to explore |

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| **Physical Development: Moving and handling - Fine Motor Skills** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer.”  ***Two-Year-Old end point***  ***…………………………………***  ***Vocabulary:***  ***Look, this is….., tall, small, I made a…..*** | * I Continue to develop my hand and eye co-ordination by threading large objects. * I Know that there is a connection between the movements I make and the marks I make using a range of equipment. * I can build with blocks, stacking blocks vertically and horizontally. | * Mark making tools are chunky and easy to hold. * Playdough is available every day to support hand and finger muscle development. * We give children the opportunity and the tools to mark make on different textures such as sand, playdough, and shaving foam. |
| “I am active and curious.”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  ***Cut, snip, circles, dots, lines, waves, shapes etc.*** | * I can hold scissors, sometimes using both hands and randomly ‘snip’ paper. * I have Begun to use tweezers to pick up small objects. * Paint with some wrist action, makes dots, lines, and circular strokes. * I have chosen one hand as the dominant hand | * We provide activities that require small hand movements such as stirring a magic potion, pegging washing on a line, or exploring wet and dry sand. * Learning experience require more indicate control, such as threading small objects and providing small jigsaws. * We give children plenty of opportunities to practice the skills they are learning in small group times and have each activity available at worktime for them to revisit. |
| “I am capable and confident.”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:***  ***Draw, write, painting, mixing, cutting, sharp, hard, soft, squeeze, pour, spread.*** | * I can hold a pencil using a triangulation grip in my dominant hand. * I can create models and collages using a variety of varied materials, joining them together appropriately. * I give meaning to the marks I make as I draw, write, and paint. * I pull up the zip on my coat independently. * I Builds more elaborate structures. I design what I am going to create and then construct. * I love to bake, mixing all the ingredients and trying different foods | * We offer cooking sessions, proving children with opportunities to explore different textures by mixing, squeezing pouring and spreading. We give children the chance to make things that are familiar to them and brand-new things, during these cooking activities children develop their fine motor and hand-eye co-ordination skills. * We give children plenty of opportunities and provide the resources they need to mark make, in the indoors we have the creative area and the drawing area. In the outside garden we provide mark making on a large scale, offering chalks and paint brushes etc. In the forest school we let children explore with charcoal, berries, and willow. |
| “I am a critical thinker and resilient.”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:***  ***Writing, letters of the alphabet that they represent when written such as “B”, “T”. etc. Risk, knife, fork, spoon, zip, button.*** | * I hold a pencil effectively in preparation for fluent writing – using the tripod grip. * I use a wide range of tools confidently including scissors, paint brushes and cutlery. * I show such accuracy and take such care when drawing. * I can put my own coat and shoes on all by myself | * We provide access to waterproofs, and wellington boots where children can dress/undress themselves to promote self-care. * We agree acceptable levels of risk and challenge, identifying hazards and actions needed to maximise opportunities indoors and outdoors. * We teach children how to access, use and store resources safely and build their independence |

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| **Physical Development: Health and self-care** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer.”  ***Two-Year-Old end point***  ***…………………………………***  ***Vocabulary:***  ***Wee, poo, wet, nappy, toilet, I can ….., hungry, wash hands, dirty.*** | * I know when I need to go to the toilet, but still have occasional accidents. * I can tell an adult when I have wet or soiled. * I am developing my independence in self-care but still need a little support. * I am beginning to recognise danger and I seek a familiar adult when I need to. | * Toileting is a joint approach; we offer support and advice if needed. * We treat all children as individuals, we are flexible with routines, and we encourage and support children’s efforts of independence. * We create opportunities for moving towards independence, incorporating it in daily routine, such as hand washing, putting own arms in coat, dressing dolls in the home area, putting dressing up costumes on. * We talk to the children about simple rules for their safety to keep themselves and others safe. |
| “I am active and curious.”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  ***Head, shoulders, knees, toes, legs, arms, hands, hair, like, don’t like, I can do it, try.*** | * I can identify various parts of my body. * I am willing to try a range of textures and tastes and express what I like and what I do not like. * I can go to the toilet all by myself. * I can put my arms into open-fronted coats and shirts, pull up my own trousers and can pull up my zip once it is connected at the bottom. | * We encourage children to notice the changes in their bodies after exercise, talking about their hearts beating faster, how warm they feel and giving the children space and time to rest and recover. We talk to the children about the importance of good health. * We use a visual timetable to support children’s understanding of routines during the day. * We ensure the indoor/outdoor area is fully accessible for all children, we reflect daily and adjust the layout, resources to meet children’s individual needs safely. |
| “I am capable and confident.”  *Nursery Two end point*  *………………………………….*  *Vocabulary:*  ***I am careful, I can do it, I like this …. Its good for me, wash hands, dry hands, risks.*** | * I have established consistent daily patterns in relation to eating, toileting and sleeping routines. * I am usually dry and clean during the day; I do not have toilet accidents. * I can transport and store equipment safely, and I understand the need for safety. * I eat a healthy range of food and understand the need for variety in food. | * We constantly review our enabling environment to ensure there are opportunities for children to take physical risk. * Children are encouraged to use the toilet independently with an adult close by if needed. * We acknowledge and encourage children’s efforts to manage their personal needs, we are also very aware as a nursery that children can regress in self-care as children consolidate development or in response to trauma, we are always them to support and encourage children and treat every child as an individual. |