



Fairfield Nursery School

Physical Development Curriculum

EYFS Statutory Framework 2021

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 Learning Goals:

Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

The Principles and Intent for Moving and Handling are:

- To provide opportunities for children to be active and interactive
- Children to develop their co-ordination, control and movement
- Children begin to understand the importance of physical activity

Research

Physical development in our nursery school supports the children's:

- Health and well-being.
- Builds confidence and improves social skills (team games and ring games, working together with challenges and supporting each other to achieve.
- Gives children opportunity to learn new skills and teaches important life skills, coordination, problem solving, language development, developing fine muscles for early writing and fine manipulative skill and builds strength for gross motor skills.
- Strengthening of their muscles and bones.
- Development of their coordination.
- Concentration and learning, increasing productivity and success.
- In making them feel good and elevating their mood.
- Positivity and encourages their tolerance levels.
- Ability to relieve stress and maintain healthy mental health and well-being.
- Sleep and energy levels.

- Overall health and fitness and maintain healthy weight to prevent childhood obesity
- In setting a life long positive attitude to enjoying physical activity

We do this through:

- Our environment being inviting and exciting and linking with the children's interests.
- Ensuring resources are available and accessible to the children. We consider their unique needs, age and development.
- Ensuring the enabling environment provides a balance between being safe to explore whilst at the same time challenging children to take risks.
- The resources being carefully chosen and appropriate to individual children's needs.
- The children being supported to work with a variety of tools, including those that need to be used with adult support
- Our environment being differentiated to enable children who have special education needs or a disability to access all provision.
- Ensuring physical pathways of learning are integral to our environment.
- Our outdoors being accessible for all children throughout the nursery session.
- Having a balance between physical movement and sitting. We know that children benefit from being active and sitting still is kept to a minimum for the younger children.

Key Learning linked to Physical Development

- **Fundamental Movement Skills**- run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll and pencil roll
- **Gross motor skills/movements**-climbing, crawling, skipping, sliding, slithering, shuffling
- **Spatial Awareness**- awareness of own space, negotiates space, finds a space, change direction, stop.
- **Safety awareness**- when moving themselves; when travelling on, under, over, through equipment and apparatus, respond to safety instructions
- **Apparatus**- control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging,

Key learning linked to Fine motor skills, manipulation and hand-eye co-ordination

- Developing finger strength.
- Dexterity and manipulation when interacting with materials, objects, equipment and toys.
- Manipulation and control when using tools and equipment.

Key Learning linked to Handwriting

- **Movement of Body Parts**-rotation of shoulder, bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers
- **Strength**- shoulder, elbow, wrist, fingers
- **Pencil Grip**-holds writing tools and implements with a mature pencil grip
- **Control of writing tools and equipment**- size of letters, correct starting points for different groups of letters, forms letters correctly
- **Language of movement**- linked to body parts and how they move; dynamics and how movements are formed; where in space they move and whom they move with
- **Letter formation**- draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l', 'c', 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).

Intent:

Fundamental Movement Skills:	I am finding out and exploring	I am exploring and experimenting	I am persisting and practicing	I am consolidating and setting challenges.
<p>Gross motor skills/movements:</p> <p><i>climbing, crawling, skipping, sliding, slithering, shuffling</i></p>	<p>To begin to explore different ways of moving</p>	<p>To stand momentarily on one foot when shown by other children or adults</p> <p>To show attempts at climbing trees, skipping or hopping</p>	<p>To mount stairs, steps or climbing equipment using alternate feet</p> <p>To catch a large ball</p> <p>To walk downstairs, two feet to each step while carrying a small object</p>	<p>To have good control and coordination in large movements</p> <p>To Jump off an object and land appropriately</p>
<p>Language of movement:</p> <p><i>linked to body parts and how they move; dynamics and how</i></p>	<p>To explore movement and their bodies through music and dance</p>	<p>To explore movement through different body parts, experiment with travelling in different ways</p>	<p>In Dance to, explore ways of jumping and turning as well as through gesture and different shapes.</p>	<p>To communicate through creative movement and dance experiences, widening their understanding and exploration of different movement to</p>

<p><i>movements are formed; where in space they move and whom they move with</i></p>				<p>communicate ideas</p>
<p>Spatial Awareness:</p> <p><i>awareness of own space, negotiates space, finds a space, change direction, stop.</i></p>	<p>To begin to have awareness of space through the children's own experience of the world</p>	<p>To be able to find a space and develop an awareness of their own space</p>	<p>To run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>To develop respect for other children's space</p>	<p>To negotiate space successfully when playing racing/chasing games, adjusting speed or changing direction to avoid obstacles</p>
<p>Fine motor skills, manipulation and hand eye co-ordination:</p> <p><i>dexterity and manipulation when interacting with materials, objects,</i></p>	<p>To explore activities that require hand eye coordination</p>	<p>To show increasing control over small movements and hand eye-coordination</p> <p>To develop a pincer grip</p>	<p>To show increasing manipulation and control over small movements and activities</p>	<p>To show good control and coordination in small movements</p> <p>To show increasing control over an object, pushing, patting, throwing and catching or kicking it</p>

<p>equipment and toys; manipulation and control when using tools and equipment.</p>				
<p>Safety Awareness:</p>	<p>I am finding out and exploring.</p>	<p>I am exploring and experimenting</p>	<p>I am persisting and practicing.</p>	
<p><i>when moving themselves; when travelling on, under, over, through equipment and apparatus, respond to safety instructions</i></p>	<p>To learn about safe movement through physical experiences of the world and through support and guidance of others, including children and adults</p> <p>To begin to move safely when engaging in a range of physical activities</p>	<p>To respond to safety instructions and show a developing understanding of how we keep safe during physical activities</p>	<p>To show understanding of safety during physical activities by demonstrating how they move and knowing when they are not being safe</p>	
<p>Apparatus:</p>	<p>To explore small and large apparatus and shows interest in</p>	<p>To develop control and balance when using equipment for</p>	<p>To Travel with confidence and skill around, under, over and</p>	

<p><i>control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging,</i></p>	<p>trying them out.</p> <p>To begin to use small and large equipment with increasing skill and control</p>	<p>climbing, jumping, scrambling, travelling, swinging, as well as small apparatus</p>	<p>through balancing and climbing equipment</p> <p>To interact with small equipment; drop, push, throw, roll, catch, kick</p>	
<p>Handwriting</p>				
<p>Movement of body parts:</p> <p><i>rotation of shoulder, bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers</i></p>	<p>To explore movement through the whole body</p>	<p>To explore movement by thinking about different parts of the body</p>	<p>To begin to make more complex movements and think about less familiar body parts such as shoulders, wrists and ankles</p>	<p>To explore physical skills using more complex movements involving all different parts of the body</p>
<p>Strength:</p>	<p>To explore movement</p>	<p>To develop upper body</p>	<p>To develop</p>	<p>To develop strength in</p>

<i>shoulder, elbow, wrist, fingers</i>	that supports the development of core strength.	strength and core stability	movement and control from the shoulder	wrists, hands and fingers
Pencil Grip: <i>holds writing tools and implements with a mature pencil grip</i>	To hold a pencil using whole hand	To hold a pencil between thumb and two fingers, no longer using whole-hand grasp	To hold a pencil near point between first two fingers and thumb and use it with good control	To hold a pencil correctly and with increased control
Control of writing tools and equipment: <i>size of letters, correct starting points for different groups of letters, forms letters correctly</i>	To explore one handed tools and equipment	To use one handed tools and equipment	To handle tools, objects, construction and malleable materials safely and with increasing control To show a preference for dominant hand	To handle tools effectively, including pencils for writing To use tools to effect changes to materials
Letter formation:	To explore mark making	To draw lines and circles using large gross motor	To begin to use anticlockwise	To use a pencil and hold it effectively to

<p><i>draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l', 'c', 'r' and forms basic letter shapes(linked to teaching of phonics and those letters in their name).</i></p>		<p>movements</p> <p>To copy some letters (letters from name)</p>	<p>movements and retrace vertical lines</p> <p>To begin to form recognisable letters</p>	<p>form recognisable letters, most of which are correctly formed.</p>
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Implementation:

	I am finding out and exploring	I am exploring and experimenting	I am persisting and practicing	I am consolidating and setting challenges.
<p>Fundamental Movement Skills:</p> <p><i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll and pencil roll</i></p>	<p>The children are supported to engage in the environment, moving freely and safely.</p> <p>Our furniture is arranged to create pathways and a variety of spaces.</p> <p>The children access different areas in the outdoors such as grassy hills, pathways and safety surfaces.</p>	<p>Adults plan and play alongside the children modelling different opportunities to explore movement using different parts of their bodies. Teacher led sessions include including Tatty bumpkins, songs and rhymes and action songs.</p> <p>Outdoor continuous provision supports the children to explore hoops and ribbons, which adults model a variety of ways to move</p> <p>Adults set up different</p>	<p>Adults provide resources and equipment to develop skills such as climbing, catching and kicking balls and balancing – setting up challenges for the children and games to practice new skills</p> <p>Adults demonstrate the use of the resources – e.g. kicking balls into goals, accessing the tree house, climbing the pallets</p> <p>Climbing trees in the forest/woods</p>	<p>Adults set up activities that support the children to:</p> <ul style="list-style-type: none"> • experiment with different ways of moving • move confidently in a range of ways • explore speed, weight and flow • explore movement in collaboration with others <p>Activities include games as a group, using the parachute, setting up obstacle courses, challenges using the timer to count how many different jumps etc, races</p>

		opportunities to explore sand and water with fundamental movement skills.		
<p>Gross motor skills/movements:</p> <p><i>climbing, crawling, skipping, sliding, slithering, shuffling</i></p>	<p>To explore upper body movement to develop strength.</p> <p>Water play- moving water heavy.</p> <p>Sand to dig and fill.</p>	<p>To lift heavy objects like buckets with water or pebbles.</p> <p>Introduce larger resources to fill and move around. Problem solving finding ways to move heavy buckets.</p> <p>Using spades and shovels in the sand.</p>	<p>To use spades to dig holes in soil for planting or in the sand to make sandcastles.</p> <p>Climbing under and over the climbing frame safely.</p> <p>Using apparatus to make obstacle course building strength and resilience.</p> <p>Large wooden blocks building tall towers lifting.</p> <p>Den making in the garden.</p>	<p>To have opportunity to use their body to Dig, climb, pull, push, and balance using their body and resources safely, purposefully and effectively.</p> <p>Using blocks inside to make imaginative constructions and outside. Ability to take risks outside and to do this safely – understanding how to climb a tall tree and come down safely.</p> <p>Using sand/ water resources with purpose and skill.</p>

<p>Spatial Awareness:</p> <p><i>awareness of own space, negotiates space, finds a space, change direction, stop.</i></p>	<p>To provide open spaces to explore freely inside and outdoors. Activities such as Tatty bumkins – to stay on their mat-safety zone.</p>	<p>Introduce interesting obstacles and games which encourage children to negotiate space safely. Football academy to learn how to move freely with a ball through obstacles and cones.</p>	<p>Provide apparatus and obstacles for children to negotiate and explore.</p> <p>Inside layout of the classroom suitable for children of all ages and development. Outside willow tunnel to move through safely negotiating each other.</p> <p>Tree house coming up and down the stairs safely. Go Karts moving safely in space.</p> <p>Room to move quickly outside.</p> <p>Climbing wall sliding down without bumping into others. Making dens awareness of space and using resources safely – awareness of each other.</p>	<p>To provide and environment inside and outdoors where children can move around freely showing awareness of their space.</p>
<p>Fine motor skills, manipulation and</p>	<p>To provide resources to explore such as</p>	<p>Provide resources to enhance and</p>	<p>Opportunity to practice</p>	<p>To develop skills in writing captions and name.</p>

<p>hand eye co-ordination:</p> <p><i>dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</i></p>	<p>pens, pencils, crayons paints to mix independently.</p> <p>Building blocks, magnetic shapes, small construction.</p> <p>Filling and emptying in sand and water.</p> <p>Interesting pebbles, wooden pieces and other objects to arrange and make patterns and shapes.</p> <p>Playdough squeezing and manipulating the dough.</p>	<p>develop their skills.</p> <p>Chalk outside on the floor.</p> <p>More detailed mark making and purposeful.</p> <p>Clip boards outside to use and develop skills in holding pencils.</p> <p>Playdough using tools and resources such as small sticks or buttons to push in the playdough.</p> <p>Fixing train tracks together – small world imaginary play.</p>	<p>Atelier group (Arts Award) Children having opportunity to develop their creative skills in a focus group.</p> <p>Resources such as scissors, pens, pencils paint available inside and outside.</p> <p>To provide time to help make snack and baking.</p> <p>Clay using tools and resources to create an imaginative piece.</p>	<p>Encourage children to write their name on their pictures/paintings.</p> <p>Names displayed for children to use as a prompt.</p> <p>Exciting inviting environment to encourage children to add their work to display through images in their learning journey and in the classroom.</p> <p>Setting up the easel to paint and mix colours independently.</p>
<p>Apparatus:</p> <p><i>control and balance when using</i></p>	<p>Climbing Wall</p>	<p>Climbing frame and tree house-steps up and down, Hoops, balls, bean bags,</p>	<p>Multi skills – assault course</p>	<p>Large tyre. Climbing pallets,</p>

<p>equipment for climbing, jumping, scrambling, travelling, swinging,</p>				
<p>Language of movement:</p> <p><i>linked to body parts and how they move; dynamics and how movements are formed; where in space they move and whom they move with</i></p>	<p>Songs and Rhymes- Action songs.</p> <p>Musical instruments.</p>	<p>Tatty bumpkins- movement through story telling.</p> <p>Books with illustrations and movement – Bear Hunt.</p>	<p>Tatty bumpkins – longer sessions – learning more movements and poses.</p> <p>Large bricks – Balancing and building structures to negotiate.</p>	<p>Vocalising movement during play – independent skills – Tatty bumpkins, Forest school with specialist outdoor teacher and Accrington Stanley skills training.</p>

Safety Awareness:	I am finding out and exploring.		I am exploring and experimenting	I am persisting and practicing.
<p>Safety Awareness:</p> <p><i>when moving themselves; when travelling on, under, over, through equipment and apparatus, respond to safety instructions</i></p>	<p>Have a safe space to explore.</p> <p>Indoors table and chairs set at appropriate height.</p> <p>Baking and making snack with adult supervision.</p> <p>Playdough and tools – soft edged scissors and butter knives.</p>	<p>To introduce challenges which are appropriate for the child’s age and development.</p> <p>Introduce scissors for creative tasks.</p> <p>Pirate ship outside to climb in and out.</p> <p>Tree house negotiating steps and each other.</p> <p>Making snack using sharp knives safely.</p> <p>Baking using oven and talking about hot.</p> <p>Forest school listening to instructions and using the wide open</p>	<p>To provide guidance for children to use resources, and apparatus which will give children opportunity to take risks safely.</p> <p>Listening to instructions</p> <p>Using equipment such as large wooden bricks thinking about each other and what happens when they fall.</p> <p>Climbing wall and frame challenging themselves and taking risks safely.</p> <p>Looking out for each other – using the Go karts in space and not crashing into objects or each other.</p> <p>Awareness of where I can climb and run, understanding the</p>	<p>To have an environment which will encourage children to challenge themselves and take risks and to be able to recognise dangers.</p> <p>To introduce risks to challenge – outdoor teaching specialist –children experiencing climbing trees on a harness to go high, balancing on a rope elevated with harness, climbing and jumping off palettes safely.</p> <p>Using knives with minimal supervision.</p> <p>Using resources independently such as scissors, knives (adult present) hammers, climbing</p>

		<p>space safely and looking out for each other.</p> <p>Tatty bumkins listening to instructions and maintain a safe space while doing the poses.</p>	<p>environment – inside and outside.</p> <p>Pavilion tools for wood making such as hammer or screwdriver.</p>	<p>resources etc knowing how to transport resources safely form one area to another.</p>
Handwriting				
<p>Movement of body parts:</p> <p><i>rotation of shoulder, bending, flexing and rotation of elbow and wrist; making a fist; wriggling and stretching fingers</i></p>	<p>Action songs, Wind the bobbin up, heads shoulders knees and toes,</p>	<p>Tatt bumkins- children's yoga</p> <p>Musical Instruments- Banging, tapping, blowing.</p>	<p>Climbing – climbing frame, tree house forest school.</p>	
<p>Strength:</p> <p><i>shoulder, elbow, wrist,</i></p>	<p>All arm strength activities such as ribbon – waving, Painting, moving sand and water to build</p>	<p>Whole hand development.</p> <p>Playdough and clay to develop muscle</p>	<p>Pegs to increase fine motor skills,</p> <p>Threading beads onto string.</p>	<p>Using clay to mould and make sculptures which represent their imagination and creativity, using tools and natural resources.</p>

<i>fingers</i>	<p>strength.</p> <p>Building large wooden bricks.</p>	<p>strength in fingers.</p> <p>Filling and emptying pouring into smaller containers.</p>	<p>Building with smaller bricks</p> <p>Picking up small objects with tweezers.</p>	
<p>Pencil Grip:</p> <p><i>holds writing tools and implements with a mature pencil grip</i></p>	<p>Mark making using crayons to strengthen muscles and hand eye coordination.</p> <p>Making snack/mixing, chopping –role play – playdough using tools.</p>	<p>Painting at an easel with long paint brushes to help coordination and promote physical strength. Beginning to hold paintbrush palm of hand.</p> <p>Making snack – chopping/mixing.</p>	<p>Activities sitting at the table to encourage children to hold pencil correctly.</p> <p>Purposeful Mark making representing people –</p>	<p>Encourage children to Put their name on pictures/painting.</p> <p>Arts Award children using different materials and resources.</p> <p>Name cards and labels on hand to prompt.</p>
<p>Control of writing tools and equipment:</p> <p><i>size of letters, correct starting points for different groups of letters, forms letters correctly</i></p>	<p>Making snack, playdough, crayons and chinks and paint.</p> <p>Flicking painting</p> <p>Songs and rhymes such as tommy thumb-</p> <p>Turning pages in</p>	<p>Making snack and baking, mixing ingredients and adding ingredients to build fine muscle strength.</p>	<p>Threading small beads on string, or pasta Tweezers to collect small objects.</p> <p>Painting on vertical surfaces.</p> <p>Spray bottles with paint for creative effect or water to water plants in garden.</p> <p>Sky write their names in the</p>	<p>Sewing and weaving activities.</p> <p>Furniture at an appropriate height for children to write comfortably ensuring a good posture.</p> <p>Enabling environment-resources available pens,</p>

	books.		air and other words.	pencils, paints, paper, inviting environment to encourage and prompt early writing.
<p>Letter formation:</p> <p><i>draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l', 'c', 'r' and forms basic letter shapes(linked to teaching of phonics and those letters in their name).</i></p>	<p>Children have access to books with illustrations and words clearly visible.</p> <p>Children have name hooks, labels and interesting displays.</p>	<p>Mark making and opportunity to use different resources.</p> <p>Sand – finger writing</p> <p>Air writing.</p>	<p>Sand – using finger to mark make</p> <p>Name cards and opportunity to write letters from their name on pictures.</p> <p>Painting to help control their brush.</p>	<p>Whiteboards</p> <p>Sand boxes using paintbrush upside down</p> <p>Writing area with letters available and on display.</p>

