



Physical Development

The Overarching Intent for our Curriculum is 'School Readiness'.

We know that the actual learning of young children is not neat and orderly. For that reason, accurate and proportionate assessment is vital. It helps us to make informed decisions about what each of our children need to learn and be able to do next.

We know how important it is to give our young children multiple opportunities of each of the targets listed below in order to deepen their understanding. We are aware that using 'Food' as a theme provides a powerful engagement hook for our children.



Our Intent for Physical Development is that all children, no matter what their baseline, will possess the skills required to access their primary school curriculum when they begin in September.

We know that physical activity is vital in our 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.

By creating games and providing opportunities for play both indoors and outdoors, we will support our children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We know that 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.

We will provide varied and repeated opportunities for our children to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support

[Knowledge] Children will know:

Looking after themselves is important to stay healthy. This includes eating a range of healthy foods and making sure we clean our bodies and teeth.



There are different tools and resources for different purpose.

Some activities require teamwork.

Some degree of risk is acceptable.

[Skills] Children will be able to:

Roll, crawl, walk, jump, run, hop, skip and climb

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.



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.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing 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. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.



Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.