

Walton Lane Nursery School and Rocking Horse Club

Physical Development Curriculum

“Physical development is about how babies and young children gain control of their bodies, but it also includes how children learn about keeping themselves active and healthy and how to learn to use equipment and materials successfully and safely”
(earlyyearseducator)

Even before being born children have remarkable growth abilities which enabled them to grow into a human being. As children start their life they are able to continue their growth abilities exceptionally and this carries on throughout their life. Children develop in different ways with large movements to the smaller movements and begin to gain independence with self-help skills and their hand-eye coordination, which are all fundamental to children’s learning.

At WLNSRHC we aim to support children to develop their physical skills which support the development of hand-eye coordination, movement, independence, and a better knowledge and understanding of their bodies.

Aims:

At WLNSRHC we aim that:

- Children develop their gross motor skills
- Children develop their fine motor skills
- Children are curious about how their bodies work and how they can live healthy lifestyles
- Children enjoy playing with small and large apparatus
- Children develop independence with self-help skills
- Children develop hand-eye coordination
- Children gain control of their bodies and are confident in their own skin
- Children learn through taking risks
- Children learn through trial and error
- Children value and celebrate all forms of physical development e.g. SEND
- Children develop movement-rich lives indoors and outdoors

Curriculum Intent, 0-2 year olds

There are 2 strands to our PD curriculum

- Gross Motor Skills
- Fine Motor Skills

These strands are intertwined in the PD activities and experiences planned for children

Gross Motor Skills

Early stages
<ul style="list-style-type: none"> • Children can lift their head and push their chest up with their arms at tummy time • Children can roll onto their back and back onto their front • Children can sit without support • Children are beginning to crawl • Children are beginning to pull themselves up using furniture • Children are beginning to reach out for toys • Children begin to move their bodies to music
Progression through year
<ul style="list-style-type: none"> • Children enjoy moving both indoors and outside • Children are beginning to take their first steps, first with furniture then independently • Children are able to move around and fit themselves into different spaces,,: crawling tunnel, boxes etc. • Children move their bodies to music and begin to stamp their feet
By the end of the 0-2 stage
<ul style="list-style-type: none"> • Children can walk independently and confidently • Children are gaining more control of their bodies and can wave, kick a ball etc. • Children can build a tower independently • Children move to music in a variety of ways

Fine Motor Skills

Early stages
<ul style="list-style-type: none"> • Children begin to reach out for objects • Children can point with a finger
Progression through year
<ul style="list-style-type: none"> • Children begin to pass a toy from one hand to the other • Children begin to build and balance object on top of each other • Children can hold then release a toy
By the end of the 0-2 stage
<ul style="list-style-type: none"> • Children beginning to pick up objects with their thumb and finger • Children enjoy the sensory experience of mark making; sand, paint, mud etc.

Curriculum Intent, 2-3 year olds

There are 3 strands to our PD curriculum

- Gross Motor Skills
- Fine Motor Skills

These strands are intertwined in the PD activities and experiences planned for children

Gross Motor Skills

Early stages
<ul style="list-style-type: none"> • Children enjoy ball games; throwing and catching, kicking a ball • Children are beginning to climb with support • Children are beginning to pour their own drinks at snack time with adult support • Children can walk up and down stairs using a handrail • Children can climb hills with support
Progression through year
<ul style="list-style-type: none"> • Children are confident using climbing equipment but sometimes need an adults support • Children move their body when listening to music
By the end of the Little Learners
<ul style="list-style-type: none"> • Children can use a scooter and ride a tricycle confidently • Children can confidently climb using climbing equipment and small trees • Children can confidently pour their own drink at snack time • Children can control their body whilst walking on uneven ground • Children can confidently climb hills

Fine Motor Skills

Early stages
<ul style="list-style-type: none"> • Children begin to use tools to explore resources; paint, flour, mark making • Children are beginning to help with dressing and undressing
Progression through year
<ul style="list-style-type: none"> • Children have more control over the tools that they are using
By the end of the Little Learners
<ul style="list-style-type: none"> • Children can confidently build with a range of equipment • Children may begin to show dominant hand when making marks

Curriculum intent, 3-4 year olds

There are 3 strands to our physical curriculum

- Gross motor development
- Fine motor development
- Health and self-care

These strands are intertwined in the physical activities and experiences planned for the children.

Gross motor development

Early stages

- Children can move in a limited range of ways such as crawling, walking and running
- Children can run safely on whole foot
- Children can climb with support and 2 feet to a step
- Children can kick a large ball
- Children can lift large play bricks
- Children can push themselves along on a tricycle
- Children can use large movements to draw and paint
- Children move their bodies in response to music

Progression through the year

- Children begin to develop other ways of moving such as hopping
- Children have some awareness of space
- Children begin to mount stairs with alternate feet
- Children are able to climb equipment and low trees with some support
- Children can ascend and descend hillsides
- Children begin to balance skilfully
- Children can catch a large ball
- Children can manoeuvre large objects and arrange them purposefully
- Children begin to take risks
- Children can pedal a tricycle and ride a balance bike
- Children begin to take part in team games with an adult
- Children copy sequences and patterns of movements related to music and rhythm

By the end of nursery

- Children are confident in travelling in different ways such as under, over and through
- Children can run and move skilfully with awareness of space
- Children can confidently mount stairs with the use of alternate feet
- Children can climb and descend equipment and trees safely ensuring they always have 3 points of contact
- Children can jump and balance skilfully
- Children have good control over objects by pushing, patting, throwing, catching and kicking
- Children are beginning to work together to carry and manoeuvre large or heavy objects
- Children begin to pedal a bicycle
- Children are beginning to remember sequences and patterns of movements related to music and rhythm
- Children are beginning to take part in team games such as tig or duck duck goose

Fine motor development

Early stages

- Children use big/large activities in the finger gym area that support their fine motor developments.
- Children can create small towers
- Children can turn several pages at once when using books
- Children show some control when using jugs, hammers and books
- Children show some control over mark making tools
- Children use a palmer grasp when handling mark making tools
- Children can imitate simple shapes such as lines and circles

Progression through the year

- Children use smaller activities in the finger gym area that support their fine motor development.
- Children begin to use one handed tools and equipment such as scissors
- Children can start to create taller towers
- Children can participate in fine motor activities with some support
- Children show good control with jugs, hammers and books
- Children begin to use a tripod grip when using mark making equipment
- Children have good control holding mark making
- Children develop a preferred hand

<ul style="list-style-type: none"> • Children begin to draw representations of themselves and draw smaller lines and circles for a purpose • Children may copy some letters
By the end of Nursery
<ul style="list-style-type: none"> • Children will use simple tools for a purpose • Children will confidently handle tools, objects, construction and malleable materials safely and with increasing control • Children can build and balance to create different structures • Children will create detailed pictures using a tripod grip • Children will have a preferred hand • Children will write using some recognisable letters

Health and self-care

Early stages
<ul style="list-style-type: none"> • Children are starting to feed themselves using spoons and forks • Children are beginning to show awareness of toileting needs • Children are beginning to help with dressing themselves but do need some support • Children are beginning to become aware of hand hygiene • Children can recognise danger with adult support
Progression through the year
<ul style="list-style-type: none"> • Children begin to use a knife and fork appropriately • Children gain more bladder control and tend to toilet themselves • Children can dress themselves with little support and encouragement • Children usually manage hand hygiene independently • Children begin to communicate their basic needs such as happy, sad, tired and hungry. • Children show some understanding that equipment and tools need to be used safely • Children begin to understand simple ideas of how their body works

By the end of Nursery
<ul style="list-style-type: none"> • Children will eat a range of food • Children will use cutlery independently and correctly • Children will use the toilet independently and follow the appropriate hand hygiene • Children will dress themselves independently • Children will understand how to store and transport equipment safely • Children will have some awareness of how their bodies work • Children will understand good health such as sleeping, exercise, brushing teeth and healthy foods

Implementation

We teach children and facilitate their physical skills through carefully planned activities, a stimulating environment and effective adult interactions.

Planning for activities and the environment is based on assessments of children's level of development and is differentiated for their more individual needs.

At WLNSRHC we plan a friendly environment which motivates children to engage with physical skills through:

- Ensuring there are spaces available for children to move in different ways
- Embedding movement into all areas
- Repeated and varied opportunities to explore and play to develop proficiency, control and confidence
- Providing a range of resources that are appropriate to the development level of all children in the cohort that are stimulating and exciting
- Accessible resources for all children
- Providing a range of materials to promote large and small scale movements/skills
- Forest School and Forest Nursery
- Finger gym
- Dough disco

At WLNSRHC we plan a range of activities which motivates children to engage with physical skills through:

- Adults providing the time to support their individual needs
- Adults listening to each child as an individual and following interests
- Adults support children to consider risks and act on their evaluation of risk
- Small groups for children requiring additional support physically such as physiotherapy and sensory needs

- Adults supporting children's immediate interests and learning by guiding them to appropriate areas/ other children in the setting
- Planning for individual children's learning needs in PD through the In The Moment Planning process
- Daily group times, where children are supported with the prime areas in the first term of nursery school
- Adults are role models
- Adult interactions, explaining why things are safe/unsafe, healthy and appropriate behaviours
- Use of group time for Physical activities and games such as 'tig'
- Forest School
- Gardening in the outdoor area and the allotment
- Adults ensure the importance of outdoor play is embedded in the children's learning.

Curriculum impact

The impact of the Physical curriculum is assessed and monitored for individual children, key person groups and nursery cohorts.

- Practitioners assess children's learning dynamically and will respond in that moment to enhance the children's learning
 - They will adapt their interactions to support or challenge children's learning
 - They will add or direct children to resources that will develop or deepen the child's learning
- Practitioners will observe children during child led or adult directed activities and assess their level of development in PD. Assessments will be used to
 - Plan next steps for individual children
 - Plan activities that will further develop children's learning
 - Plan continuous provision and enhancements to continuous provision that will further develop children's learning
- Key Persons will record children's learning and share it with parents through the In The Moment Planning process, children's records and Target Tracker
- Children's PD assessments will be used
 - To identify learning needs of individual children, groups of children and cohorts of children
 - To plan learning for individual children and groups of children
- Children's PD assessments will be used in conjunction with teaching and learning observations (by peers, team leaders, headteacher or external bodies)
 - To monitor the impact of key person's teaching of PD
 - To monitor the impact of specific PD projects
 - To identify areas of CPD for individuals or groups of staff

- To moderate PD assessments across staff
- To plan future improvements to teaching of PD

Special Educational Needs and Disability

We aim to cater for the individual learning needs of every child, recognising the need for specialised provision to ensure access to all aspects of PD. A number of children with SEND attending WLNSRHC have physical difficulties. Activities and the environment for the children are planned using the Lancashire ATTP document; Lancashire SEN progression document and advice from external agencies e.g. Early Years Specialist Teachers, Physiotherapists, Occupational Therapists. Specific targets are identified in children's Targeted Learning Plans to develop their physical development. Children with SEND may work 1-1, in pairs or small groups with their key person and/or SEND support.

Early Years Pupil Premium

Additional support is provided for children who are eligible for early years pupil premium. The support is based on the Education Endowment Fund assessment of the impact of different strategies in the early years. We focus on developing the children's wellbeing and involvement to build resilience and self-regulation. The children will also be involved in experiences to develop their cultural capital e.g. forest school; visits to the library, shops, areas of local interest. The aim is to give the children a broader range of experiences to link to their learning, to talk about, and to build their confidence. Physically children will be challenged to take risks and enable them to move in different ways with a range of equipment that they may not have access to otherwise, supporting children's cultural capital.

Children with English as an Additional Language

For children with EAL, as with all children, developing their PD is a priority on which their foundation skills will be built. The children are supported to settle into the environment through sensitive play-based activities using visual and physical cues/modelling.

- It is recognised that non-verbal communication including gestures, facial expressions and physical acts can be a vital shared form of communication. It is used to support children's emotional development, develop relationships, help them to learn the nursery routines, and begin to understand and use English.

- Staff are aware that children may demonstrate different levels of physical activity according to their cultural background. In different cultures it may be that children are expected to engage in physical and boisterous play; or in sporting or dance activities; or to engage in more sedate and academic activities. Staff use their knowledge of children's cultural background to encourage participation in all aspects of the curriculum.
- Staff work closely with parents, using translators or apps to develop an understanding of the children's backgrounds and interests (indoor and outdoor), which is implemented into children's specific targets.
- Staff model desired activities for a visual representation of what is being asked of the children for better understanding and participation
- Makaton is used to promote children's learning as this enables the child to visualise the words used to communicate and supports their progress such as toilet, ball, outside, slide etc.
- Translation apps are used to promote communication between both adult and child.
- Children's languages and cultures are represented in the environment, resources and activities.

References

www.earlyyearseducator.co.uk