

ROCKWOOD NURSERY SCHOOL
PHYSICAL DEVELOPMENT CURRICULUM

At Rockwood, we aim for our children, through a range of large and small scale physical movements, to develop their core strength, balance / stability, spatial awareness, agility and co-ordination so as to enable them to maintain good health, move confidently and safely through the spaces and manipulate objects according to the required end result.

ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p style="background-color: #E0E0FF; padding: 2px;">GROSS MOTOR</p> <p style="background-color: #FFD700; padding: 2px;">INTENT</p> <p style="padding: 10px;">I know...</p>	<ul style="list-style-type: none"> • How to negotiate the space around me and explore how my body moves. • How to climb confidently onto low level objects. • How to move my body in different ways - run, walk, jump with 2 feet together, dance. • I am beginning to show signs that I need the toilet. • How to dig in the sandpit, mud, allotment. • How to use containers for filling and emptying. • How to copy simple large actions e.g. run, jump, dance, wiggle, crawl, clap. • How to sit on a trike and know that pushing with my feet on the ground will propel it. 	<ul style="list-style-type: none"> • How to explore movement and sensory experiences with primary caregiver. • I am beginning to use large equipment with control • How to negotiate space well and move my body with increased co-ordination, moving in different ways. - stretch, roll, crawl, sit, stand, walk, jump, run, try to pedal, scoot, push, pull. • How to balance and move on uneven surfaces e.g. cobbles, tarmac, grass, rocks. • How to climb confidently onto low level objects and jump off safely e.g. balance beam, small climbing pyramid. • How to move my body in different ways - jump my body out wide into a star shape, curl my body into a little ball / stretch it out wide, put my arms up / down when told, give thumbs up / thumbs down. • If I am wet or soiled. • I am beginning to:- <ul style="list-style-type: none"> ○ Make marks using large movements. ○ Climb up and over the climbing wall pyramid ○ Balance on the beam while holding an adult's hand. 	<ul style="list-style-type: none"> • How to explore movement and sensory experiences independently. • I am beginning to use large equipment with control: - <ul style="list-style-type: none"> ○ To climb up and over the climbing wall pyramid ○ To balance on the beam while holding an adult's hand. ○ To balance on the swing while being pushed by an adult / child. ○ To try to pedal a small trike around the track. ○ To catch a large ball • How to co-ordinate my body to assist with dressing and undressing. - e.g. put on / take off my wellies for outdoors, help the adult when putting my coat on, co-operate when I have my nappy or clothes changed. • How to start selecting the clothing I need (apron or wellies etc) for myself and dress with adult support • I am beginning to pour my own drinks with help from an adult. • How to move my body to music.

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		<ul style="list-style-type: none">○ Balance on the swing while being pushed by an adult / child.○ assist with dressing and undressing. - e.g. put on / take off my wellies for outdoors, help the adult when putting my coat on, co-operate when I have my nappy or clothes changed.○ Pour my own drinks with help from an adult.○ Select the clothing I need (apron or wellies etc) for myself and dress with adult support.	<ul style="list-style-type: none">● Begin to climb on different equipment e.g. up the trees, on the larger frames in the front garden, and move safely over uneven surfaces.
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ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p style="background-color: #E0E0FF; padding: 5px;">FINE MOTOR INTENT</p> <p style="padding: 10px;">I know...</p>	<ul style="list-style-type: none"> • How to pick equipment up confidently using a palmer grip. • How to stack objects on top of each other e.g. build a tower with small bricks, put stacking blocks on top of each other. • How to join 2 Duplo blocks together. • I am beginning to make marks using various equipment e.g. in malleable resources and pen, paper and paint. 	<ul style="list-style-type: none"> • Begin to show signs of using a pincer grip. • How to thread beads onto an upright pole that does not need holding. • How to manipulate resources using hands. - hold, prod, squeeze, wipe, brush. • How to experiment with scissors holding them in 2 hands then trying with 1. 	<ul style="list-style-type: none"> • I have the strength in my hands to enable me to manipulate objects with control. • I am beginning to manipulate smaller tools using some pincer grip control e.g. tweezers, pegs, pens, threading lace / pipe cleaner (things that need holding in 1 hand and threading the object on with the other. • How to pour my own drink at snack time. • How to hold scissors in 1 hand and try to snip paper • How to fasten the Velcro on my shoes. • How to try to fasten buttons on my clothes. • I am beginning to control a knife e.g. spread butter on toast, help cut fruit.

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IMPLEMENTATION

GROSS MOTOR

We will.....

- Provide outdoor space containing various surfaces and gradients for the children run, walk and explore in.
- Provide large equipment for the children to climb, balance, slide, catch, push along e.g. prams and wheel barrows, ride on and move with their feet, small trikes with pedals.
- Provide large dance movement opportunities e.g. Sticky kids / music and movement. dance to general music, play action rhymes / ring games etc. - begin to move to music.
- Encourage the children to take off their own shoes and try to put on their Wellington Boots to play out in.
- Help them become more independent when trying to put on their coat.
- Paint with brushes and rollers encouraging large scale movements that use the shoulders, elbow then wrist.
- Help at snack time - pour their own drink, try to cut fruit all under close adult supervision.

IMPLEMENTATION

FINE MOTOR

We will.....

- Provide scissor use opportunities where adults support.
- Provide activities that encourage the child to use their pincer grip to hold and manipulate objects to achieve an end result e.g. threading beads onto laces, hoops onto sticks / pipe cleaners / ribbons, shells, clay, cutlery, finger paint etc.
- Weaving string / ribbons/ material in and out of objects.
- Play finger rhymes.
- Have mark making tools available continuously for children to experiment with. Encourage the tripod grip when they hold the tools e.g. pencils, felt pens, paint brushes.
- Provide playdough as a continuous provision resource. Encourage the children to squash it, squeeze it, pinch it, roll it in their hands. Could include Dough disco.
- Encourage the children to try and fasten the Velcro or buckle on their shoes. Offer a range of fastenings for the children to practice with e.g. clothes with buttons on, shoes with buckles on, objects with locks e.g. gate locks that you lift and slide.
- Help with snack prep and serving cutting fruit under the close supervision of an adult.
- Offer inset jigsaws that have 'handles' on them for the children to hold to put the pieces in.

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ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p style="text-align: center;">GROSS MOTOR INTENT</p> <p style="text-align: center;">I know...</p>	<ul style="list-style-type: none"> • I am continuing to negotiate the space around me and explore how my body moves in different ways. • I am developing my gross motor movements and enjoyment of movement in Rockwood Yoga sessions and music and movement. • How to use my hands to join in with action rhymes • I am developing control in different muscles in my hands and am beginning to show skill in holding mark making tools. • I am beginning to understand the need for safety in using tools and equipment. • How to access appropriate clothing for activities. • How to run, jump, climb, balance on 1 leg, hold a pose, negotiate my way around the rockery, twirl ribbons safely. • How to climb stairs using alternate feet while carrying an object. • How to use a toilet requiring very little adult support • How to manage risks and do simple problem solving within the environment 	<ul style="list-style-type: none"> • I am enjoying more challenging play outside. • I persevere to keep practising and improving skills, reflecting on my activities and refining them. • I am continuing to negotiate the space around me and explore how my body moves in different ways. - run, jump, climb, balance on 1 leg, hop, skip, hold a pose, negotiate my way around the rockery, twirl ribbons. • I am aware of how to get a healthy body through exercise and healthy eating. • How to carry out a range of self-help skills with independence - dressing / undressing to go outside according to the weather, toileting, washing my hands. • How to climb stairs using alternate feet while carrying an object. • How to climb up and down the ladders safely using alternate feet. • How to balance on the beam without holding an adult's hand. • How to balance on a 2-wheeler balance bike 	<ul style="list-style-type: none"> • How to negotiate the space and move the body in differing speeds and directions - under, over, through, fast, slow. • I know I need to keep practising and improving my skills, reflecting on my activities and refining them. • How to move across the balance beam in different ways e.g. sideways, backwards slithering, crawling. • How to balance on a 2-wheeler balance bike and steer it around the track accurately. • How to catch a small ball. • How to throw, catch, kick, aim, pass, bat a ball. • How to remember sequences of movements. • How to work in teams. • How to understand and follow extended language for movements - gallop, slither, copy others actions

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	<ul style="list-style-type: none"> • How to move large equipment / resources safely and with control e.g. large blocks, mats, logs, stones, twigs, branches, planks, crates. • How to pedal a trike. • How to catch a large ball or bean bag. • How to throw a ball / bean bag into a target. • I am beginning to move in time to music. • How to get my own cup and pour my own drink at snack time. • How to access appropriate clothing for activities. 	<ul style="list-style-type: none"> • How to use a toilet requiring little or no adult support. • How to manage risks and do simple problem solving within the environment. • How to move large equipment / resources safely and with control e.g. large blocks, mats, logs, stones, twigs, branches, planks, crates. • How to pedal a trike and steer in safely. • How to catch a medium sized ball or bean bag. • How to throw a medium sized ball / bean bag into a target. • I am beginning to move in time to music. • How to carry out more complex actions - skip, hop. 	<ul style="list-style-type: none"> • How to remember a sequence of movements and put them together.
<p>GROSS MOTOR IMPLEMENTATION</p> <p>We will.....</p>	<ul style="list-style-type: none"> • Provide outdoor space containing various surfaces and gradients for the children run, walk and explore in. • Provide large equipment for the children to catch, roll, climb, balance, slide, push along e.g. prams and wheelbarrows, ride on and move with their feet, medium sizes and large trikes with pedals, balance bikes, 2-wheeler bikes. • Provide large dance movement opportunities e.g. Sticky kids / music and movement, Rockwood Yoga, Cosmic Yoga, Whiteboard interactive activities and games., play musical statues / bumps / chairs., CD player, • Encourage the children to take off their own shoes, put on their Wellington Boots to play out in and their outdoor suit / coat and then swap back when they come in. • Paint, wave flags and streamers and make marks on a large scale - big sheets of paper, rollers, large brushes. • Large digging opportunities - sand pit, soil, allotment, bark. 		

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- Encourage the children to change themselves with little or no help if they are wet and to toilet themselves independently managing their clothing.
- Forest School experiences and walks offsite e.g. Towneley Park, Farm Trip.
- Use the Robin Room for activities so the children have to ascend and descend the stairs safely and with control.
- Pour their own drinks and help with snack preparation.

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	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
FINE MOTOR INTENT			
I know...	<ul style="list-style-type: none"> • How to use small equipment with greater hand-eye co-ordination and with increasing control e.g. one-handed tool (utensils) activities to encourage pincer grip - threading, pegs/ one handed equipment scissors, knives and other utensils, pencils, paint brushes, tweezers. • How to help prepare the fruit at snack time. - peel the bananas and oranges. • I am beginning to understand the need for safety in using tools and equipment. • Snip paper with scissors holding them in 1 hand, begin to cut continuously. • How to snip paper with scissors holding them in 1 hand. • I enjoy mark making and show enthusiasm for the marks I make. • I am beginning to draw lines and circles. • I am beginning to hold mark-making tools in a comfortable grip working towards a tripod grip. • How to use a knife, fork and spoon appropriately under adult supervision. 	<ul style="list-style-type: none"> • How to refine the skills to create representation in pictures, letters and models. • Begin to cut paper continuously with scissors. • How to cut fruit with accuracy and growing independence. • I show control with mark-making tools moving towards a tripod grip, drawing recognisable pictures and models. • How to write some recognisable letters correctly to label my work e.g. my name. • I show a preference of dominant hand when using equipment. • How to use hammers, nails, screws, screw drivers, saws, loppers, whittling tools (potato peelers) correctly and safely. • How to fasten clothing - e.g. zip on coat, buttons on clothes, Velcro on shoes • How to build a tower of 9 or 10 bricks 	<ul style="list-style-type: none"> • How to focus on precision and accuracy when writing, painting and drawing. • How to form letters correctly for my name and can write other familiar letters • How to cut along a straight or wavy line or around a shape using scissors carefully, holding then in one hand. • How to fasten clothing - e.g. zip on coat, buttons on clothes, Velcro on shoes • How to help prepare the fruit at snack time using a safety knife to help cut the fruit for snack. • I show control with mark-making tools moving towards a tripod grip, drawing recognisable pictures and models. • How to try and tie my shoe laces.

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	<ul style="list-style-type: none"> • How to fix smaller blocks together to create models - e.g. Lego blocks, Interstars, Toolo. • How to build a tower of 5 or 6 bricks 		
<p>FINE MOTOR IMPLEMENTATION</p> <p>We will.....</p>	<ul style="list-style-type: none"> • Provide scissor use opportunities continuously - rulers to draw lines, mark making tools to draw shapes and lines (straight, wavy etc.) • Provide activities that encourage the child to use their pincer grip to hold an object in one hand and manipulate another object in the other hand to achieve an end result e.g. threading beads onto laces, hoops onto sticks / pipe cleaners / ribbons, shells, clay, cutlery, finger paint etc. • Weaving string / ribbons/ material in an out of objects. - over, under and through objects. • Play finger rhymes • Have mark making tools available continuously for children to experiment with. Encourage the tripod grip when they hold the tools e.g. pencils, felt pens, paint brushes. Enhance with small resources to extend ideas e.g. golf tees, small pebbles, buttons, match sticks, candles etc. • Provide playdough as a continuous provision resource. Encourage the children to squash it, squeeze it, pinch it, roll it in their hands. Could include Dough disco. • Encourage the children to try and fasten their clothing accordingly. Offer a range of fastenings for the children to practice with e.g. clothes with buttons on, shoes with buckles on • Offer larger jigsaws and construction toys e.g. Lego, Toolo, Interstars, that the children have to manipulate to put in place. • Participation in Forest school activities - whittling, flower pressing, leaf wands, friendship bracelets, hammers and nails, screws and screw drivers, saws, loppers. • Let the children help with snack preparation and pour their own drinks from a jug. 		