

Rockwood Nursery School

Sequence of Learning for Physical Development

Intent for Physical Development

For children to move confidently and safely; and to maintain good health

	INTENT	IMPLEMENTATION	IMPACT
Stage One	Children will learn to negotiate the space inside and out and manoeuvre safely Feel safe within the setting and be shown how to move around from one area to another Negotiate and balance on uneven surfaces Learn to hand wash with support prior to food or snack With support, put coats and outdoor clothing on	Set up in safe and accessible environment. Introduce them to the indoor and outdoor environment. Demonstrate self-hygiene strategies such as washing hands, to the children and point out the visual aids on the walls to help them through the process. Model strategies for being independent (coat etc).	The children have learnt to negotiate space and feel comfortable as they transition from home to the nursery setting. Children respond to adults and copy modelled behaviour within each area. Confident when challenging themselves on different surfaces. Follow instructions given by staff and begin to help self when dressing to play outdoors.
Stage Two	Begin to use large physical equipment confidently Dig in the playground, using the equipment in the large outdoor	Large natural environment Join in with Nursery Rhymes and follow instructions from Sticky Kids.	Begin to challenge themselves when using large equipment and know their own limits by taking small risks.

	<p>construction area, filling and emptying containers</p> <p>To become aware of their bodies and copy simple actions</p> <p>Begin to be aware of whether they are wet or soiled</p> <p>Wash hands with growing independence</p> <p>Begin to select the clothing they need (apron or wellies etc) for themselves and dress with adult support</p> <p>Use the sand tray that is right for them.</p>	<p>Be shown by adult how to access the outdoors and observe other children as the demonstrate how to use equipment.</p> <p>Copy once confident to do so.</p> <p>Fallen trees, rock garden.</p> <p>Purchased large wooden apparatus.</p> <p>Visual prompts in bathroom area.</p> <p>Child sized toilets and sinks.</p> <p>2 sand/water trays available for the children to select the right height for them to play at.</p>	<p>Begin to develop gross motor skills and coordination as they dig around the tree stumps or in the mud kitchen.</p> <p>Adults support children to use the hygiene facilities provided and the begin to climb up the ladders themselves.</p> <p>Toilet training charts used for individuals who begin to show awareness of their poo.</p>
<p>Stage Three</p>	<p>Be able to use large physical equipment with more control</p> <p>Begin to understand the need for safety in using tools and equipment</p> <p>Begin to copy more complex actions</p> <p>Begin to toilet train</p> <p>Child will wash hands independently before snack and after the toilet</p> <p>Begin to understand and access appropriate clothing for activities</p> <p>Begin to start dressing self with support when necessary</p> <p>Begin to be able to communicate their needs – thirst, hunger, tiredness</p>	<p>Use of outdoor large equipment to support gross and fine motor skills e.g. catching and throwing a ball, balance bikes, parachute, mops, brushes</p> <p>Tool talk within Forest School so that children know how to use equipment safely and how to move around the environment particularly when a fire is lit.</p> <p>Access outdoor during all weather at all times during continuous provision.</p> <p>Ensure correct outdoor clothing provided.</p> <p>Encourage independence when choosing the correct size wellies or boots in FS because they have numbers written on the side.</p>	<p>Children become more confident at selecting their outdoor clothing and makes independent attempts to put it on. They select correct clothing for the weather conditions. I.e., wellies, sun hat or trousers ready to slide down the hill.</p> <p>Move our bodies in a range of ways according to adult instructions or using our imagination in Tatty Bumpkin's.</p> <p>Relationships between adults and children are strong enough for children to feel they are able o express their needs. They sleep in</p>

	<p>Begin to use small equipment with greater hand-eye co-ordination and increasing control e.g. one handed tools</p>	<p>Access Tatty Bumpkins if space is available to them. Use potty and reward charts more regularly. Discourage the use of pull ups. Sticky kids. Action rhymes. Make sure aprons appropriate ie. Some are for water play others are for painting. Social snack times- discuss their needs/Health- Dietary requirements. Hot chocolate on cold days- to be aware of the needs of their bodies. Threading, hammering, peg boards, scissor skills, posting etc. Playdough</p>	<p>the role play area when required, have milk from the fridge, or snack on a Tesco donation when hungry. Finger exercises are incorporated within the continuous provision and activities are enhanced regularly to develop different skills. Activities are implemented during registration times to develop finger strength and some hedgehog children engage in massage activities for relaxation.</p>
<p>Stage Four</p>	<p>Begin to use mark making tools with increasing control Develop increasing fine motor control Follow a toileting routine, sometimes with support Access the gross motor equipment provided such as trikes, scooters and balance bikes. Play on the hill.</p>	<p>Fine motor challenges Toilet access within rooms- Supervised toilet times. Develop yoga skills With adult support, begin to use the vehicles in the playground, learning which direction to travel in and the textures of the road.</p>	<p>Draw circles, lines and marks with intent and explain their meaning to an adult. Work is praised by staff and displayed on individual learning walls or other forms of acknowledgement. Children ride safely following the one way system on a range of vehicles.</p>

			Children know the one way system over the hill to avoid banging in to each other.
Stage Five	<p>To have some understanding of the difference between healthy and unhealthy foods</p> <p>Access the large slope for rolling balls, rope swings, climbing trees and triangles with confidence.</p> <p>Dress independently</p> <p>Show independence in accessing the toilet</p> <p>School Leavers takes seasonal walks to Towneley to observe changes in the environment.</p>	<p>Snack times/Lunch times</p> <p>Baking/Cooking</p> <p>Books</p> <p>Put own shoes on after Tatty Bumpkins.</p> <p>Swap self from wellies back to shoes.</p> <p>Remove jumper on a hot day.</p> <p>Explore the selection of role play dresses, capes and materials and dress independently.</p> <p>Develop gross motor skills by challenging themselves to use the large equipment in the front garden with growing confidence and demonstrating higher skills</p> <p>Roleplay</p> <p>Junk modelling- reviewing packaging.</p> <p>Forest School</p>	<p>Lunch club encourage children to eat sandwiches first and then the healthiest item in their lunch next. Unhealthy items are left until the end of lunch as a treat. Staff encourage all children to drink and teach the importance of staying hydrated.</p> <p>Snacks are collected by Janet from Tesco for the children eat and help them to remain on task until lunchtime.</p> <p>When children have an accident, they are encouraged to get their own bag off their hooks and staff supervise them as they change into the clean clothes.</p> <p>Differentiations occurs if a member of staff thinks they will need more support.</p>
Stage Six	<p>Understand the impact of exercise on their body</p> <p>To be able to dress and undress themselves independently</p> <p>To be dry and fully toilet trained</p>	<p>Teach children to be aware of changes; body temp, heartbeat etc.</p> <p>Appropriate clothing for various temp (to remove or put on clothing).</p>	<p>Hold their heart after a fast run and feel the beat. Ask for a drink or explain that they feel breathless after running down the huge hill in the front garden.</p>

	<p>Using tools and equipment safely Use anti-clockwise movements Good pencil control using a range of tools to mark make and begin writing Use a wide range of tools safely such as hammers, tweezers, BBQ role play, etc.</p>	<p>Follow tool talk to use tools independently. Interactive whiteboard. Ribbons for dancing and swirling and moving fast or slow according to the music. Write majority of own name. Sports Day- complete a range of physical activities, games and sports in the grounds of Towneley Hall. Demonstrate to their peers how to use a wide range of tools safely such as hammers, tweezers, BBQ role play, etc. Children to participate in Fundraisers such as Penalty shoot out, bike ride, Toddles around the garden, brick builds etc with the support of favourite characters.</p>	<p>Remove jumper when hot and suggest we apply more sun cream. Put hood up if raining or ask again for warm jumper/cardigan if body temp has begun to drop. Select programmes on the IWB that encourage movement and the children dance around according to the characters instructions. Aim to encourage all children to write a recognisable letter from their name and hopefully all their name. Choose their own tools from around the classroom or Forest School to be able to complete their chosen task.</p>
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