







Physical Development			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Exploring Autumn/ Let's Explore/ Build it Up/ Christmas	Winter: Winter Wonderland/ Starry Night	Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring	Animals: Animal Safari/ Creep, Crawl and Wriggle	Water: Sunshine and Sunflowers, Splash, On the Beach
<ul style="list-style-type: none"> • Provide children with the opportunities to move freely in the outdoor area, navigating obstacles and choosing different ways of moving. • Children are given many opportunities to run, climb, hop, jump in the provision, especially with the equipment outdoors. • Children are taught how to use their strength and co-ordination to ride the bicycles within the outdoor setting. • Circle times about good hygiene by modelling how to wash hands using songs to support the children's routines. • Children to develop an understanding of the toilet routines using our bear. • Supporting and encouraging children with putting coats on and off providing opportunities for adults to teach strategies for this to increase independence. • Supporting and encouraging children to feed themselves at lunch time and clear away their food with increasing independence. 	<ul style="list-style-type: none"> • To experiment with different ways of moving the body. • To begin to remember sequences and patterns of movement related to music and rhythm. • To learn to turn the pages in a story well. • To travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet. • To use a comfortable grip with good control when holding pens and pencils. • To move freely in the outdoor area, navigating obstacles and choosing different ways of moving. • To run, climb, hop, jump in the provision, especially with the equipment outdoors. • To use their strength and coordination to ride the cars, scooters and bicycles within the outdoor setting, travelling in and out of obstacles around the environment. • To be supported to put their coats on and off, providing opportunities for adults to teach strategies for this to increase independence. 	<ul style="list-style-type: none"> • To use one-handed tools to make prints and shapes in different mediums. • To follow instructions to take practical action to reduce risk, showing their understanding that equipment and tools can be used safely. • To explore ways to use fine motor movements to make prints using different materials. • To show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils. • To develop an awareness of all their senses in hands-on exploration of natural materials. • To move freely in the outdoor area, navigating obstacles and choosing different ways of moving. • To run, climb, hop, jump in the provision, especially with the equipment outdoors. Adults will introduce new games to the children so they can build up their imaginative play. • To become increasingly independent with putting 	<ul style="list-style-type: none"> • To use large muscle movements to wave flags and streamers. • In PE, the children will develop their ability to move to music in dance lessons and improve their co-ordination and control of their bodies. We will also develop ball skills and continue to practise throwing and catching techniques. • Children will have opportunities to move freely in the outdoor area, navigating obstacles and choosing different ways of moving as well as using climbing equipment in various ways. • They will be provided with a range of gross motor equipment in which they will learn to carry safely and to plan what to use it for. They will also choose how to use this to travel across this if it is for climbing on. • To develop our name writing, letter formation and pen grip. • To learn about using equipment safely and why some things might be dangerous. 	<ul style="list-style-type: none"> • To travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown. • To begin to combine different movements with ease and fluency. • To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. • In PE, children will refine their ball skills and be able to catch a large ball. They will navigate obstacles and negotiate spaces with increasing control and ease. • In PE, the children will also explore athletic activities, such as running, throwing and jumping, while developing an understanding of fair play. • To provide the children with the opportunities to move freely in the outdoor area, navigating obstacles and choosing different ways of moving, including as an animal, as well as using climbing equipment in various ways. 	<ul style="list-style-type: none"> • To select appropriate tools and media to draw with appropriately. • To use large muscle movements to wave flags and streamers. • In PE, the children will also explore athletic activities, such as running, throwing and using a bean bag in preparation for their sports day. • To continue to develop our name writing, letter formation and pen grip to ensure children are increasing in control. • To develop our ability to put actions and movement to new music we learn around the texts we read, using sequences and patterns. • To take part in small team activities, such as what's the time Mr Wolf, which they will eventually make up/initiate themselves. • To continue to develop confidence with dressing and undressing, such as putting dressing up costumes on. • When building planks for Pirate Island, children assess risks when moving

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Developing the children's independence when taking care of their own needs and understanding that they ask if they need support. • Introduce fine motor opportunities including: tweezers, scissors, painting and playdough to increase the children's manipulation and control of their fine motor ability, e.g. make yourself using playdough or other art materials. 	<p>independence, including using zips too.</p> <ul style="list-style-type: none"> • To develop independence when taking care of their own needs, such as putting on an apron, coat, dressing up costume and understanding that they ask if they need support. • To develop fine motor skills, including: tweezers, scissors, painting, woodwork and playdough to increase manipulation and control of fine motor ability. • Children will develop their scissor grip when cutting. • To learn a range of songs, which they will match movements with, most of which they will apply and remember. 	<p>coats on and off and when using zips.</p> <ul style="list-style-type: none"> • To move in a range of ways, such as hopping, skipping and standing on one leg. • To practise using alternate feet for climbing when climbing away from characters in the books. • 	<ul style="list-style-type: none"> • To continue to practise putting on our coats and pulling up the zip once it's been placed. • To develop our ability to put actions to new music we learn around the texts we read, using sequences and patterns. • To take part in small team activities which they will eventually make up/initiate themselves. 	<ul style="list-style-type: none"> • To continue to develop our name writing, letter formation and pen grip to ensure children are increasing in control. • To learn more about oral hygiene when brushing our teeth and understand how to brush our teeth to keep ourselves healthy. • To continue to develop confidence with dressing and undressing, such as putting dressing up costumes on. • To put actions and movement to new music we learn around the texts we read, using sequences and patterns. 	<p>the equipment, ensuring they do it safely.</p> <ul style="list-style-type: none"> • To begin to learn about contributors to good health, such as sleep, exercise etc. • To continue to develop their confidence, precision and accuracy when playing ball game activities. They will use a range of equipment to support this
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