



# Westleigh Methodist Primary School

## Nursery Physical Development

### LTP Progression of Skills and Knowledge


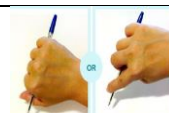



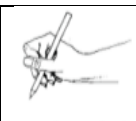
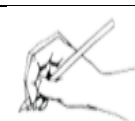

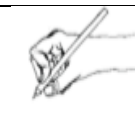
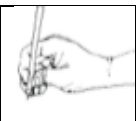

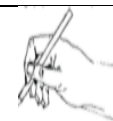
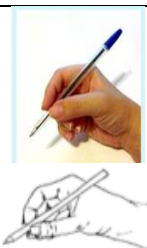
With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



**Statutory Guidance from the EYFS Framework for Physical Development:**

Physical activity is vital in 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 through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
			 								
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.						Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open		

move as a unit. Light scribbles can be drawn.	circular lines are able to be copied.	Zigzag lines, crossed lines and simple humans can be drawn.		space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.
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	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>General yearly Physical Development progression</b>	<ul style="list-style-type: none"> <li>Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support.</li> <li>Balancing on one foot for short periods of time – still or hopping.</li> <li>Learning to climb with care.</li> <li>Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps.</li> <li>Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games.</li> <li>Learning to ride a balance bike by 'scooting' along and using feet as brakes.</li> </ul>					
<b>PE units</b>	<u><b>Movement Skills:</b></u> Balancing, travelling, jumping, rolling, climbing, obstacle	<u><b>Dance</b></u> Listening to music Following actions slowly and quickly Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination Move energetically	<u><b>Ball skills</b></u> Throwing & catching Balancing, Travelling with a ball Rolling a ball Target Aim	<u><b>Gymnastics</b></u> Travelling in different ways Using different speeds – stop/go/fast/slow Staying steady Staying safe Begin to balance with some control Balancing on beams Can use different body parts to move	<u><b>Team games:</b></u> Circle games, parachute, playground games	<u><b>Olympics</b></u> Travelling, obstacles, balancing, throwing.

<b>Gross Motor Development Intent</b>	Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around the setting with some control and direction. Clapping and stamping to music.	Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence.	Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.	Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.	To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.	To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely.
<b>Vocabulary</b>	Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.	Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.	Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.	Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.	Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.	Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.

<b>Implementation</b>	Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time.	Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use.	Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.	Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.	Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.	Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.
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<b>Fine Motor development</b>	Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.	Children mark making by scribbling and colouring. Children exploring a range of fine motor activities Children using a spoon and a fork to feed themselves.	Beginning to use a four finger grip to use mark making tools Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.	Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.	Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.	Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.
<b>Vocabulary</b>	Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.	Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.	Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.	Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.	Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.	Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.
<b>Implementation</b>	Pencils available for children at all times, spring loaded scissors available for children to use. Children supported to feed themselves.	Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times. Children encouraged to feed themselves with spoons and forks.	Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use.	Children having access to mark making materials to use independently. Children having dough to use and manipulate Adults modelling the use of dough and how to draw with skill.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely.	Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.

<b>The Reception expectations in PSED for reference. Where are children going?</b>	<p><b>Self-Regulation</b> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>
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