**Intent:**

At Hindley Nursery School we provide experiences to our children that recognise that physicality underpins all other areas of a child’s development. The connection between the brain, body and movement is crucial in delivering a curriculum that supports children to develop holistically. We also understand that physical development is the foundation for mark making.

**We intend to:**

* Provide real life opportunities to play outdoors and use their whole body and muscles to develop their core strength
* Provide opportunities that support children to develop their complex physical health through their senses including vestibular, proprioception, interoception.
* Provide activities to develop children’s gross motor skills through activities that develop core strength, stability, balance, spatial awareness, co-ordination and agility.
* Support children to develop precision through fine motor activities, using small tools and equipment that will eventually lead to the progression of emergent writing stages.

***Approach***

At Hindley Nursery School we believe that 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.

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| **PHYSICAL DEVELOPMENT: GROSS MOTOR** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point**  ***“I like to explore using my body”*** | |  |  | | --- | --- | |  | * I am able to run safely. * I can climb on simple structures. * I move energetically;   running and jumping.   * I am able to walk up and down stairs using two feet at a time. | | * A unique outdoor environment for our youngest children to explore and experiment with moving. * Access to outdoors every day, including garden areas and different gradients, surfaces and equipment. * Open ended resources that promote gross motor skills and can be used by the children at unique stages of development. * Planned group activities/physical programmes to support children’s physical development. |
| **Rising Three End Point**  ***“I am becoming confident, independent and learning through trial and error”*** | * I am able to jump safely from a low step. * I can move with confidence sideways and backwards. * I have good spatial aware-ness and can navigate safely when objects are fixed. * I am able to walk upstairs with one foot on each step. * I can ride a tricycle using pedals. * I can use a range of simple outdoor play resources e.g. balls, hoops, tunnels | * Purposeful play activities planned in the outdoor learning environment which encourages risk taking and development of gross motor skills in a safe environment. * Children are encouraged to ‘have a go’ and to develop confidence and independence during outdoor play. * Planned group activities/physical programmes to support children’s physical development. |
| **Pre-School End Point**  ***“I am confident, independent and learning through my own ideas and taking risks*”** | * With confidence I enjoy climbing on a range of things. * My spatial awareness is developing and I can navigate at different speeds, round obstacles that aren’t fixed, taking into consideration myself as I do. * Can move equipment around safely and is aware of others and the space around them. * I am able to bend at the waist to pick things up, without falling over. * I am able to go up and down stairs using one foot on each step then progress to alternate feet. * I am able to ride a balance bike | * A variety of physical activities are provided outdoors and woodlands to further challenge and risk. * Adult led activities are planned that build on children’s existing skills in the outdoor/indoor. * Practitioners allow children plenty of time to work things out for themselves and find solutions to any physical challenges. * Group / team games. * Children are encouraged to set up and move equipment themselves or with their friends. * Children are encouraged to understand any risk, make an assessment and adapt if necessary throughout their activities. |

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| **PHYSICAL DEVELOPMENT: FINE MOTOR** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point**  ***“I like to explore tools and resources using my arms and hands”*** | |  |  | | --- | --- | |  | * I make marks in lots of different ways with large and spontaneous   movements;   * I use a palmar grasp to begin to   control mark making tools;   * Aids the adult who is helping them to get dressed, undressed. | | * Chunky mark making tools on large scale. * Open ended resources to allow children to use all their muscles and develop physicality. * Playdough, sensory play, sand, water etc. available on a daily basis to support muscle development and hand eye coordination. * **Write Dance** – developing the larger arm movements linked to writing. |
| **Rising Three End Point**  ***“I am showing developing confidence and control to manipulate tools and materials”*** | |  |  | | --- | --- | |  | * I use a range of hand grips as my control with mark making tools develops; * I can make more specific marks showing increasing control, such as big circles and lines. * Can dress and undress with help from an adult. | | * Activities that require more intricate control, threading, jigsaws, pincer movements needed to complete tasks. * Activities will focus on large scale painting and drawing using circles and lines. * **Write Dance** – developing the larger arm movements and smaller hand movements (circular and linear) linked to writing. * **Doodle Sticks** – to develop pre writing muscles, muscle memory and crossing the mid line. |
| **Pre-School End Point**  ***“I am showing increasing confidence, concentration and control to use tools and materials effectively”*** | |  |  | | --- | --- | |  | * I can use a pencil effectively to make deliberate marks which vary in shape and size; * I can use the tripod grip with some encouragement from an adult; * I can use some small tools to create an effect. * When I concentrate, I can achieve small and complex tasks which require precision and control. * Can dress and undress with minimal help from an adult can do zips and buttons independently | | * A range of opportunities to mark make with a range of tools. * Opportunities to develop observation skills and attention to detail in drawings and paintings – **Drawing the Write Way** Intervention. * **Write Dance –** developing the muscle memory needed for later writing. * **Doodle sticks –** to develop angular movements to support letter formation. |