

# Croftlands Infant and Nursery School

## Physical development



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.

# Hedgehogs

## (Baby room - 3 months- 2 years)

### Curriculum Sequence

<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Follows and tracks sound and moving objects.</li> <li>Begins to communicate through facial expressions and body movements</li> <li>Opens mouth for food.</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Plays with their own hands and feet especially when lying in their back.</li> <li>Begins to reach for objects that they see.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Rolls over from back to front and front to back</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Begins to bang wave shake pull and tug objects that they pick up in both hands to explore sounds.</li> <li>Explore finger and toe rhyme games.</li> <li>Co-operates with nappy changing and dressing.</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Begins to hold object and uses mouth to explore senses.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Begins to sit unaided.</li> <li>Being able to start moving positions from sitting unaided to getting in the crawling position.</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Enjoys the sensory experiences in making marks in damp sand, gloop, oats and soil.</li> <li>Moves whole body to songs and rhymes</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Reaches out to grab objects That are out of reach.</li> <li>Will pick up finger foods and guide to their mouth</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Belly crawling moves to crawling on hands and knees.</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Shows interests in rhymes and songs beginning to join in with actions to songs they recognise.</li> <li>Begin to feed themselves with a spoon sometimes missing their mouth,</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Points with finger to share their interest with an adult.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Walks around furniture, lifting one foot and stepping sideways. pulls themselves up from sitting to standing holding on to a fixed object.</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Makes sounds with objects and actively responds to music.</li> <li>Shows interest in dressing and undressing themselves.</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Manipulates objects using their hands, Such as squashing play dough.</li> <li>Begins to hold pencils and crayons with a Palmer grasp.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Begins to walk unaided becoming more confident to explore on their feet.</li> <li>Starts to throw and release objects over arm.</li> </ul>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Uses gestures and body language to convey needs and interests.</li> <li>Develops own likes and dislikes in food. Helps with specific care routines like zipping up coat and washing hands.</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Holds crayons and pencils and paintbrushes and recognising the marks they make.</li> <li>Turns pages in books sometimes several at once.</li> <li>Holds cup with both hands and guide to mouth with minimal spilling.</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Begin to run walk and climb on different equipment being more independent.</li> <li>can run short distances.</li> </ul>
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**Vocabulary**

Big, little, climb, run, throw, catch, walk, more, crawl, ball, slide, food related names, wash.

**Implementation**

Snack time interactions, soft play area, yoga, climbing equipment, outdoor play, Big build, stories, mark making

# Badger room

## (Toddler room – 2 - 3 years)

### Curriculum Sequence

<p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Manipulate objects with good fine motor skills.</li> <li>• Draw lines and circles using gross motor movements.</li> <li>• Develop pencil/paint brush beyond whole hand grasp.</li> <li>• Use tools to effect changes to materials.</li> <li>• Show preference for dominant hand.</li> <li>• Construct with larger loose parts – wooden block, foam bricks etc</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Climb and descend steps/stairs, with adult help if necessary.</li> <li>• Throw a ball with an intent to aim but not necessarily on target yet.</li> <li>• Build and construct on a large scale.</li> <li>• Begin to move their bodies in response to music, developing rhythm.</li> <li>• Be able to move/propel forward a trike or scooter.</li> </ul>	<p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Handle tools, objects, construction and malleable materials with increasing control.</li> <li>• Hold Small Items / fasten clothing.</li> <li>• Make snips in paper using scissors.</li> <li>• Hold pencil effectively with comfortable grip. Forms recognisable shapes/images (e.g. simple figure with arms/legs to represent Mummy most correctly formed.</li> <li>• Build with linking blocks – large waffles, mega blocks etc</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Climb and descend steps/stairs independently.</li> <li>• Balance on one leg and move with balance along a line/path on the ground with help as necessary.</li> <li>• Move with confidence.</li> <li>• Throw a ball at a target with some accuracy.</li> <li>• Play catch games, sometimes successfully catching the ball/bean bags.</li> <li>• Be able to pedal a trike and/or ride a scooter successfully</li> </ul>	<p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Develop pencil grip continually.</li> <li>• Use one hand consistently for fine motor tasks. Cut with scissors.</li> <li>• Trace or draw freehand lines/wiggles/curves.</li> <li>• Begin to form letters. Start to colour inside the lines of a picture.</li> <li>• Start to draw pictures that are recognisable / Build things with smaller linking blocks - Duplo or Lego</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Move in a variety of ways including hopping, jumping (stationary and from height), running.</li> <li>• Balance on one leg, hop, balance along/follow a low balance beam independently.</li> <li>• Throw a ball/bean bag at a target with a good level of accuracy.</li> <li>• Move with rhythm to music.</li> </ul>
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**Vocabulary**  
 Shape names, write, draw, make, thread, snip, naming resources, climb, run, jump, high, up, fast, slow, build. Run Stop Fast Slow Dodge Freeze Tag, Balance tip toes squat big steps small steps, Climb Reach up Pull up Arms Legs, Kick Foot Hard Soft Far Near Partner, egg and spoon Bean bag Pick up Throw jump, Control Coordination Tall Crouch Bend Balance Straight, up, down Curvy, soft Zigzag Flow Loop the loop

**Implementation**  
 Engage children in structured activities: guide them in what to draw, write or copy. Threading, cutting, weaving, playdough, fine Motor activities. Encourage children to draw and mark make freely. Cooperation games i.e parachute games. Different ways of moving to be explored. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Crate play. Dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Yoga. Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in

# Squirrel room (Nursery room – 3-4 years)

## Curriculum Sequence

### Fine Motor Skills

- To be able to turn pages in a book, sometimes several at once.
- To show increasing control in holding, using and manipulating a range of tools.
- To hold mark-making tools with thumb and all fingers.

### Gross Motor Skills

- To be able to throw a ball with increasing force and accuracy.
- To climb up and down stairs by placing both feet on each step while holding a handrail.
- To use wheeled toys with increasing skill.

### Health and Self Care

- To be able to feed self competently and to hold a cup with two hands and drink without spilling
- To show some independence in self care (such as washing hands)
- To be able to communicate their toileting needs and have an increasing control of bowl and bladder movements.
- To be able to independently put on and take off simple items of clothing e.g. hat, boots.
- To recognise danger and seek support and comfort.

### Fine Motor Skills

- To handle books with care and begin to turn one page at a time.
- To begin to manipulate tools using one hand, beginning to show a preference for dominant hand.

### Gross Motor Skills

- To begin to catch a large ball with two hands.
- To begin to climb stairs, steps and move across climbing equipment using alternate feet.
- To begin to run with spatial awareness and negotiate space.

### Health and Self Care

- To wash and dry hands effectively
- To gain more bowel and bladder control and be able to go to the toilet most of the time themselves.
- To be able to help with getting dressed e.g. pulling up pants
- To begin to use equipment safely.

### Fine Motor Skills

- To turn pages in a book one at a time.
- To manipulate a range of tools and equipment in one hand.

### Gross Motor Skills

- To grasp and release with two hands to throw and catch a large ball, beanbag or object.
- To climb stairs, steps and move across climbing equipment using alternate feet. Maintaining balance using hands and body.
- To negotiate space on large wheeled toys, adjusting speed or changing direction to avoid obstacles.

### Health and Self Care

- To wash and dry hands and understand why it is important.
- To usually be dry and clean during the day.
- To dress with help.
- To reduce risk and understand that equipment can be used safely.

### Vocabulary

Book, page, catch, throw, safely, turn, climb, strong, firm, gentle, heavy, stretch, reach, tense, floppy, gallop, slither, follow, lead, copy, Avoid, Obstacle, Speed, Around, In and out, Different arms/legs, Balance, Over, Under, Through, Hang, Hold on, forwards, backwards, Catch, Throw, Aim, Partner, Look at target, Target ball, Race, Win, Far, fastest, slithering, shuffling, rolling, crawling, walking, running, skipping, sliding, hopping.

### Implementation

**Fine Motor Skills:** Funky Finger opportunities during daily provision. Threading, cutting, weaving, playdough. Fine Motor activities. Squiggle to Wiggle daily. Focus on pencil grip. Holding Small Items / Button Clothing / Cutting with Scissors. Modelling turning pages during story times and in play. **Gross Motor Skills:** Balls outside all the time. Bikes and trikes outside. Navigating equipment safely. Going for walks to the wild area. Following GetSet4PE scheme.

# Ladybird and Robin class (Reception 4-5 years old)

## Curriculum Sequence

### Fine Motor Skills

- Hold pencil/paint brush beyond whole hand grasp.
- Draw lines and circles using gross motor movements.
- To make marks on paper.
- Cut along a straight line with scissors
- Begin to handle tools, objects, construction and malleable materials with increasing control.

### Gross Motor Skills

- To get dressed for PE with support from an adult.
- To move around the hall and classroom safely.
- To balance and ride on a scooter.
- To explore different ways of moving on large PE equipment.
- To begin to use the equipment safely.

### Health and Self Care

- To wash and dry hands and understand why it is important.
- To usually be dry and clean during the day.
- To dress with help.
- To reduce risk and understand that equipment can be used safely.

### Fine Motor Skills

- Show preference for dominant hand.
- Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.
- To begin to record some letters, especially ones on their name.
- To cut along a curved line, like a circle
- Use one hand consistently for fine motor tasks.

### Gross Motor Skills

- To get dressed for PE with less support.
- To move around the classroom and immediate environment safely.
- To balance on a bike and be able to push using feet.
- To move with increasing confidence on large PE equipment
- To understand the difference between a 'hazard' and a 'risk' indoors and outdoors.

### Health and Self Care

- Eats a healthy range of foods
- Understands why it is important to exercise, eat healthy, drink water and sleep well.
- Understand it is important to be safe when tackling new things and considers some risks by taking action or by a verbal warning.

### Fine Motor Skills

- Hold pencil effectively with comfortable grip.
- Start to draw pictures that are recognisable.
- Forms recognisable letters most correctly formed.
- To use scissors, competently, safely and confidently.
- Using one handed tools with no support

### Gross Motor Skills

- To get dressed for PE independently.
- To move around the school environment showing care and consideration for their own safety and that of others.
- To be able to independently use a bike and a scooter safely.
- To develop the body strength, co-ordination, balance and agility on large apparatus.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

### Health and Self Care

- Eats a healthy range of foods and understands need for variety in food.
- Can talk about different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.
- Can describe changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.

**Vocabulary** Throw Catch Kick, Running, jumping and galloping, Running Space Gallop Direction 1 foot to 2 feet, Roll Partner Aim space, Target hoop, Teamwork Catch 2 hands 1 hand Higher Lower, Kick Dribble control, Strike Power Force Aim Goal

### Implementation

Funky Finger opportunities during daily provision. Threading, cutting, weaving, playdough, Fine Motor activities. Squiggle to Wiggle daily. Formation activities in lessons. Teach and model correct letter formation. Focus on pencil grip. Model correct letter formation. Holding Small Items / Button Clothing / Cutting with Scissors.

Navigate the new school environment (indoor & outdoor) safely, with care and control: make maps & go on hunts, spot obstacles, move safely, line up. Know how to 'reset' areas within provision and how to tidy up at the end of a session to ensure the environment is safe, purposeful and organised. Provide a range of wheeled resources for the children. Provide regular reminders about thorough hand washing and toileting. Daily GoNoodle dances. Though 'Squiggle while you Wiggle' sessions'. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide two-wheeled balance bikes and pedal bikes without stabilisers. During daily GoNoodle. Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. **PE scheme:** - Jumping and landing. Gym (floor-low and large apparatus) Shape. Travel. Flight. Rotation. Reaction and response balancing, jumping and landing.

