**Curriculum Plan**

**Physical Development:**

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| **CURRICULUM PLAN: PD** | |
| **INTENT**  Our intention is for children to actively pursue their interests and ideas through exploratory play, supported by teaching staff who extend their learning, facilitating the child's process of creating and developing theories about the world. They will learn by exploring, investigating, discovering, creating, practicing, repeating, revising and consolidating their developing knowledge, skills and understanding through playful learning. We aim for children to develop confidence, a sense of urgency and a ‘can do’ approach by having time and opportunities to choose their play and learning. Children will have opportunities to move confidently and safely in different ways and they will be encouraged to use a range of tools with skill and accuracy. | |
| **2–3-year-olds will be learning to** | **3–4-year-olds will be learning to:** |
| **Moving & handling**   * Run, climb, kick a ball and go up steps * Turn pages, use blocks, jugs, and mark making tools * To draw simple circles and shapes   **Health & self-care**   * Feed themselves fingers foods and begin to use cutlery * Drink from a cup. * Help with clothing – getting own coat, attempting to put it on, putting on wellies, putting on an apron. | **Moving & handling**   * Move in a range of ways, negotiating space, using stairs, and climbing equipment safely * Catch an object – ball, beanbag, quoit * Use one handed tools e.g. scissors, tweezers, hammer * Hold a pencil between thumb and two fingers, copy some letters and numbers and print their name   **Health & self-care**   * Dress with support, do up own zip, attempt buttons * Understand good practices with regard to exercise, eating, sleeping and hygiene * Understand need for safety and manages some risks |

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|  | **2 year olds** | **3 year olds** | **4 year olds** |
|  | **Gross motor skills**  Can kick a ball independently  Can grasp, hold and use a variety of resources e.g clay, finger paint, spoons, shells.  Can make marks using different resources – large chalk, clay, mud  Can explore the environment  Begins to gain control of their body movements inside and outside  Is confident to explore inside and outside  Can practice larger movements in a space  Can run and stop  Can investigate active travel – using a trike , small bike  Can start to use stairs independently  Starts to balance  **Fine motor skills**  Can pass objects from one hand to another  Starting to grasp and hold different objects of varied sizes.  Starting to make marks with large materials  Can manipulate objects using hands singly and together e.g squeezing out a sponge  **Health and self-care**  Can sit on a chair  Can hang up own coat  Can start to pour drinks accurately  Can use fingers or a spoon to eat a snack  Feed themselves with increasing control | **Gross motor skills**  Can move and vary the speed – run, jump, climb, walk  Can walk up and down stairs holding a rail  Can practice the skill of throwing  Joins in with adult led activities which promote gross motor skills.  Kicks a ball using force  Develops their moving skills in the environment  Walks up and down stairs independently  Can use active travel resources – scoot along on a balance bike, use a scooter  **Fine motor skills**  Use a pincer grip  Can make marks  Can recognise tools for certain jobs  Able to pick up small items such as small stones.  Can look closely at small items and creatures and can also see items from a distance.  **Health and self-care**  Can access and eat own snack  Eats independently using a spoon and fork  Takes off clothing and begin to put it back on independently.  Can recognise dangers  Can express emotions through gestures and single words | **Gross motor skills**  Moves confidently and safely around the setting. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, balancing and hopping.  Can vary the speed when I am moving around the setting.  Copies and remember sequences of movements and those related to music – rhythms.  Negotiates steps – climbing up and down using alternate feet and carrying different sized objects.  Can join in confidently with team activities  Can work with 2 other children to move a larger object safely  **Fine motor skills**  Can show preference for a dominant hand when using different tools.  Can start to use the tripod grip  Can start to remember patterns and sequences  Begins to write some recognisable letters, numbers and signs.  Can do up buttons/zip on my coat or a friends  **Health and Self–Care**  Can show an increasing level of independence when eating and drinking  Can wash and dry own hands  Can put on my own coat and do up a zip  Can look after my personal belongings  Change my clothes by myself  Can put on coat  Can name and identify different parts of the body |
|  | Key Vocabulary | | |
|  | Sit  Stand  Kick  Walk / run  Roll  Climb  Push/pull  Stop/go  fast/slow  Hold  Eat  Pour | Run, jump, climb, walk  Up, down, in, out, on, off  Throw, catch  Bend, stretch, jump  Carry, drop  Healthy choice  Hot, cold, heart beat  Drink, eat, cut, feed, more, less  Dress, undress, buttons, zip | Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, balancing and hopping.  Fast, slow, slow down, speed up  Fetching, carrying. Moving, stretching  Heart rate/ beat, sweating, hot, cold, pulse  Exercise/ activity  Feeling related vocabulary – I am tired because I have been exercising  Vocabulary related to changes in the body – fit, healthy, strong  Dress, undress, zip, buttons,  Names different sports – football, rugby, tennis, sprinting, basketball |

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| **Impact** | | |
| When children leave our 2-year-old room they will be able to experiment with different ways of moving in their learning environment. They will be able to balance on small objects and move from place to place avoiding most large objects. They will be gaining confidence when using different tools in the environment and they will be able to grasp and pick up different mark making resources. They will be able to access foods and begin to feed themselves. | When children turn from age 3 to 4 years, they will be able to climb on, up, over and along different apparatus. They will be able to balance for a longer period of time on the floor and on small apparatus. They will be more confident to negotiate larger spaces and avoid anything in their way. The children will be able to pick up small objects and show they have a dominate hand. They will be able to join in with games as a part of a group and follow simple instructions. They will be able to recognise dangers and will become more independent. | When children leave our nursery at age 4 to go to Reception, they will be able to move confidently and safely around the setting. Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They will move at different speeds.  The children will be able to join in team games and begin to make up their own. They will show confidence and independence when looking after their own belongings. The children will be able to write some recognisable letters, numbers and signs with their dominant hand using a tripod grip. They will be able to look after their personal needs. |