

Prime Area of learning: Physical Development

## Curriculum Overview – Nursery

## **Curriculum Links**

Literacy 3-4 years: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.

EAD 3-4 years: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make.

3 & 4-year-olds:	А	utumn	Sprin	g		Summer
Gross Motor Skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.			n teams. Are nich are related to mple, they decide pade to enlarge a	Gross Motor Skills In Reception Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
PE elements		Fundamentals of movement	Gymnastics	Dance	Games	Early Years Sports day games and preparation
Further Activities to support	Yoga Squiggle while you wiggle Wake and shake Teach Active	Yoga Squiggle while you wiggle Wake and shake Teach Active	Yoga Squiggle while you wiggle Wake and shake Teach Active	Yoga Squiggle while you wiggle Wake and shake Teach Active	Yoga Squiggle while you wiggle Wake and shake Teach Active	Yoga Squiggle while you wiggle Wake and shake Teach Active

Health and	Children know and can talk about different factors that support their overall health and well being						
Wellbeing	Children know the importance of: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.						
Ongoing:	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene						
Small Motor Skills	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Fine Motor Skills In ReceptionDeveloptheir small motor skills so that they can use a range of tools competently, safely and confidently.Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Curriculum activities to support:	Mark making opportunities during CP. Half Termly Name Writing task & biweekly 'Proud Cloud' independent work gathering. Squiggle while you wiggle. Opportunities to build hand muscle strength through 'Funky Finger' activities such as Dough Disco, opportunities for fine motor control in CP. Cutlery in playdough to practise knife and fork skills. Balls, Tricycles & other equipment available during CP and playtimes.						