

Physical Development

Curriculum Overview for Birth to 2 Year Olds

EYFS Educational Programme:

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 coordination, 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.

Intent Statement:

At The Nest (Sir James Knott Nursery School 0-2 Provision), our intent for Physical Development is to:

 **Unique Child:** We recognise that every baby is born with their own developmental pathway. Our intent is to nurture each child's physical development at their own pace, recognising the uniqueness of how and when they begin to roll, crawl, cruise, grasp, and walk. We provide personalised support that celebrates individual progress and removes barriers to movement or exploration.

 **Positive Relationships:** We believe trusting and responsive relationships are key to developing physical confidence. Our intent is to ensure that every child experiences safe, consistent support from familiar adults who encourage movement, risk-taking, and body awareness through play and shared routines. These caring relationships foster security and motivation to explore physically.

 **Enabling Environments:** The environment plays a critical role in developing both gross and fine motor skills. Our intent is to offer thoughtfully planned, sensory-rich spaces-both indoors and outdoors-that invite movement, stretching, reaching, grasping, climbing, and discovery. Resources and layouts are adapted regularly to reflect children's developmental stages and emerging interests.

 **Learning and Development:** We view physical development as the foundation for wider learning and well-being. Our intent is to integrate physical development into all aspects of the curriculum-from tummy time and sensory play to feeding and dressing routines. Through consistent experiences, children build the physical strength and coordination needed for independence, communication, and emotional regulation.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge	
Moving and Handling I know <ul style="list-style-type: none"> • how to hold up my head all by myself. • how to move my arms and legs and make them work together. • how to follow sounds and moving things with my eyes and head. • how to play with my hands and feet when I'm lying on my back. • how to put my hands and feet in my mouth and make sounds while I play. • how to reach out and grab things I want to touch. • how to let go of things after I've held them. • how to roll from my back onto my side and wave my leg before rolling back. • how to roll all the way onto my tummy and lift my head to look around. • how to use my mouth to explore toys and other things I pick up. • how to push up with my arms when I'm lying on my tummy. • how to crawl on my tummy- even if I go backwards first. • how to show how I feel with my face, body, and sounds. • how to understand what people mean when they use gestures or look at me. 	Health and Self-Care I know.... <ul style="list-style-type: none"> • how to feel safe and happy when someone cuddles me gently. • how to show what I need by crying or moving my body. • how to feel calm when someone rocks me. • how to sleep a lot so my brain can grow and learn. • how to turn my head when I hear voices or sounds. • how to let people know when I'm hungry, thirsty, or uncomfortable. • how to stay awake for longer and then take little naps. • how to get excited when it's time to eat. • how to try new foods with my milk when I'm ready. • how to show I'm not happy when my nappy is wet or dirty. • how to chew on my baby toothbrush when my teeth come through. • how to open my mouth when someone feeds me with a spoon.
Skills	
<ul style="list-style-type: none"> • I am learning to control my body. • I am learning to move to different sounds. • I am learning to hold and grab objects. • I am learning to use my body to move around on the floor. • I am learning to smile. • I am learning to look at adults. 	<ul style="list-style-type: none"> • I am learning to recognise my special person. • I am learning what makes me feel calm and happy. • I am learning to show when I'm hungry, tired, happy, sad. • I am learning to show when my nappy is dirty. • I am learning to enjoy new foods from a spoon.

Implementation Statement:

At The Nest, our 0-2 provision at Sir James Knott Nursery School, we implement our intent for physical development by embedding responsive, consistent and developmentally appropriate practice into daily routines, environments, and adult-child interactions.

Supporting Gross Motor Development

- Practitioners provide daily access to spaces that promote crawling, climbing, cruising, pulling to stand, and walking.
- Tummy time, rolling, stretching, and reaching are encouraged throughout the day, with adults closely observing and supporting each child's readiness.
- Outdoor play is planned to offer freedom of movement, safe risk-taking and exploration of different physical challenges.

Encouraging Fine Motor Skills and Sensory Play

- Activities are designed to promote grasping, squeezing, poking, and releasing using natural and tactile materials like sand, water, dough, treasure baskets, and textured surfaces.
- Children explore cause and effect through early manipulative toys and objects that respond to their touch.
- Adults model and support hand-eye coordination during play, snack times, and sensory exploration.

Building Independence through Care Routines

- Daily routines (e.g. feeding, toileting, dressing) are used as key opportunities for physical skill-building and independence.
- Children are encouraged to feed themselves, hold spoons or bottles, wash hands with support, and participate in nappy changing.
- Practitioners provide time, space, and praise for each child's effort towards self-care tasks.

Creating an Enabling Physical Environment

- Learning spaces are designed to allow movement and exploration at floor level and upright, with sturdy furniture for pulling up and cruising.
- Soft surfaces, sensory pathways, and adjustable resources support children with varying levels of mobility.
- Environments are regularly reviewed to ensure they meet the needs of all children, including those with physical delays or disabilities.

Promoting Health, Safety and Well-being

- Healthy habits such as handwashing, rest, hydration, and physical activity are embedded into the daily rhythm of the setting.
- Practitioners respond sensitively to signs of fatigue, discomfort, or physical need, adapting routines and expectations accordingly.
- Children are supported to understand body awareness and develop confidence through calm, encouraging interactions.

 **Overall Implementation:** Through sensitive caregiving, enabling environments, and responsive adult support, babies and toddlers (0–2 years) are given rich daily opportunities to develop foundational gross and fine motor skills, early self-care independence, an awareness of healthy habits, and the beginnings of cooperative play.

<p>First milestone:  Climbs, runs, and moves with increasing control</p> <p>The child can climb stairs or equipment, run with control, and navigate space safely and confidently.</p>	<ul style="list-style-type: none"> Provide open access to varied outdoor equipment (e.g. ramps, steps, ride-ons). Model safe movement and encourage risk-taking within safe limits. Plan obstacle courses and movement games to develop balance and co-ordination.
<p>Second milestone:  Uses hands and fingers with purpose and increasing precision</p> <p>The child can grip and manipulate small objects, showing improving fine motor control (e.g. threading, posting, twisting).</p>	<ul style="list-style-type: none"> Offer fine motor-rich activities like playdough, threading beads, and using tweezers. Support mark-making with thick crayons, paintbrushes, and chalks. Observe children's hand dominance and provide materials suited to both hands.
<p>Third milestone:  Begins to manage own care needs with increasing independence</p> <p>The child begins to undress, wash hands, feed themselves with cutlery, and attempt toileting routines with support.</p>	<ul style="list-style-type: none"> Build independence into daily routines by offering child-sized tools and time to practise (e.g. unzipping coats, washing hands). Offer verbal praise and visual cues during self-care tasks. Model language linked to hygiene and body awareness.
<p>Fourth milestone:  Moves rhythmically and joins in with action rhymes and songs</p> <p>The child can move their body to music, copy simple movements, and engage in group physical activity.</p>	<ul style="list-style-type: none"> Lead daily music and movement sessions using scarves, instruments, and songs. Provide mirrors and peer modelling to support imitation. Use simple instructions and repetition to build confidence and memory.
<p>Final milestone:  Begins to show awareness of physical limits and personal safety</p> <p>The child can recognise risk in physical play and begin to take responsibility for their own safety and well-being.</p>	<ul style="list-style-type: none"> Narrate and scaffold children's thinking about safety (e.g. "You're checking if that's too high to jump"). Involve children in setting up spaces and discussing rules.

	<ul style="list-style-type: none"> • Model calm responses to risk and use language that builds self-awareness.
Vocabulary: Crawl, twist, roll, step, walk, drink, reach, grab, wash, sit, squeeze, bang, hands, toes, feet, legs, head, laugh, cry, shout, wave, tummy	

Impact Statement:

Gross Motor Skills

By the end of The Nest I can...

- Roll, sit, crawl, and take steps with growing confidence and control.
- Pull myself up to stand and cruise along furniture to explore my surroundings.
- Move freely in indoor and outdoor spaces, enjoying climbing, crawling, and stretching.
- Show awareness of my body and enjoy being physically active in a safe, playful way.
- Join in with simple action songs and movement games with adult support.

Fine Motor Skills

By the end of The Nest I can...

- Use my hands to explore different objects by grasping, squeezing, banging and passing them from hand to hand.
- Feed myself using my fingers and begin to try a spoon or cup with help from a trusted adult.
- Show control and purpose when exploring sensory play like sand, dough, or water.
- Reach out for and manipulate toys with intention, using both hands together.
- Show curiosity and persistence when exploring tools, textures, and materials.

 **Overall Impact:** Children leave the 0–2 provision with the physical foundations of strength, coordination, independence, and safety awareness, enabling a smooth transition into the 2-year-old curriculum and equipping them for the next stage of learning.

Physical Development

Curriculum Overview for 2 Year Olds

EYFS Educational Programme:

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 coordination, 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.

Intent Statement:

At Sir James Knott Nursery School, our intent for Physical Development in our 2-year-old provision is to:

 **Unique Child:** We recognise that each child develops physical skills at their own pace and in their own way. Our intent is to nurture each child's confidence in moving, climbing, balancing, and handling tools, while respecting their individual physical needs, preferences, and rhythms of development.

 **Positive Relationships:** We believe that physical confidence grows in the context of warm, secure relationships. Our intent is to ensure children are supported by responsive adults who model movement, encourage independence in self-care, and celebrate each child's effort and progress without pressure.

 **Enabling Environments:** We understand that rich environments inspire children to move and explore. Our intent is to create carefully planned, safe and stimulating indoor and outdoor spaces that promote running, climbing, pushing, pulling, scooping, and mark-making- encouraging both gross and fine motor development.

 **Learning and Development:** We know that physical development is central to all areas of early learning. Our intent is to offer daily opportunities for children to build strength, coordination, balance and fine motor control through purposeful play, hands-on exploration and self-care routines. This lays the foundation for future learning, including writing, independence, and self-regulation.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge	
Moving and Handling I know <ul style="list-style-type: none"> • I can walk and run. • how to walk up the steps/stairs safely. • how to stand and squat. • familiar action rhymes and songs. • familiar movements to action songs and rhymes. • how to use my hands with different tools. • how to take part in songs and rhymes using different actions. • how to move around in different directions. • how to use my eyes to look around me. • how to make marks using crayons, chalks etc. • how to use gestures to show what I want. 	Health and Self-Care I know.... <ul style="list-style-type: none"> • when to have a nap. • when I'm tired. • who my special adult is. • how to show my feelings to others. • What I like and dislike when eating and drinking. • I need to put wellies on. • I need to put my coat on. • I have filled my nappy. • I must help my grown up to get me dressed, wash my hands, clean my teeth. • to use two hands when using a cup.
Skills	
<ul style="list-style-type: none"> • I am learning to walk fast and slow. • I am learning to run fast and slow. • I am learning to walk upstairs carefully. • I am learning to move my body forwards, backwards, up and down. • I am learning action songs and rhymes. • I am learning to notice what is around me. • I am learning how to hold and use a pencil, toothbrush, paintbrush, my safety scissors, chunky chalk and crayons. • I am learning where to make marks. • I am learning new gestures and ways to tell my adult things. 	<ul style="list-style-type: none"> • I am learning to understand my body. • I am learning to show what I like and dislike. • I am learning to show when I am happy, sad, hurt, cross, angry etc. • I am learning how to put on my coat and wellies. • I am learning how to look after myself. • I am learning to eat and drink by myself.

Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality provision for Physical Development in our 2-year-old setting through the following approaches:

Gross Motor Development

- Provide safe, open spaces indoors and outdoors for running, climbing, balancing, and using wheeled toys.
- Offer soft play, climbing frames, slides, and push-along toys to develop coordination, balance, and core strength.
- Support children to experiment with different ways of moving, including crawling, jumping, rolling, and dancing.

Fine Motor Development

- Provide a wide range of sensory and manipulative experiences such as playdough, threading, sand, water play, and block building.
- Encourage children to use fingers and whole-hand grasps before moving on to developing pincer grips with crayons, chunky brushes, and tools.
- Model and support safe use of early tools, including spoons, paintbrushes, and child-safe scissors.

Self-Care and Independence

- Support children in feeding themselves using spoons and cups, gradually introducing forks.
- Encourage children to attempt simple dressing skills (e.g., putting on shoes, managing zips and hats) with adult encouragement.
- Embed routines that promote health and self-care such as washing hands, toileting, and wiping faces with adult support.

Healthy Lifestyles

- Provide daily outdoor play and nature-based opportunities in all weathers to promote stamina, resilience, and a love of being active.
- Share stories, songs, and rhymes that promote health and movement.
- Offer healthy snack times and model positive eating behaviours.

Inclusive and Individualised Support

- Observe children closely and adapt provision to meet developmental stages and any emerging SEND needs.
- Provide targeted support (e.g., physiotherapy programmes, sensory circuits) where recommended by professionals.
- Work in partnership with parents to encourage consistency in physical routines between home and nursery.

 **Overall Implementation:** Through daily practice, enriched environments, and responsive adult support, children aged 2 years at Sir James Knott Nursery School develop foundational gross and fine motor skills, early independence in self-care, an awareness of healthy habits, and the beginnings of safe and cooperative play. This prepares them for the next stage of their physical development in the 3–4 year-old provision.

<p>First milestone:  Moving with confidence</p> <p>I can run safely, stop, and change direction, and I'm beginning to climb and balance.</p>	<ul style="list-style-type: none"> Provide safe open spaces indoors and outdoors for running, climbing, and balancing. Offer push-along toys, climbing frames, soft play, and natural features (logs, slopes) to develop core strength. Model and encourage safe movement, e.g. stopping at boundaries, waiting for a turn. Celebrate children's efforts, not just achievements, to build confidence in taking physical risks.
<p>Second milestone:  Developing Hand and Finger Control</p> <p>I can use my hands to build with blocks, explore malleable materials, and make early marks with crayons and chunky brushes.</p>	<ul style="list-style-type: none"> Provide a wide range of sensory and manipulative play (playdough, threading, water play, sand). Introduce activities that strengthen hand-eye coordination (stacking, puzzles, posting). Model grip and mark-making by sitting alongside children and narrating the process. Encourage children to explore tools safely (spoons, paintbrushes, child-safe scissors) and scaffold their skills.
<p>Third milestone:  Growing Independence in Self-Care</p> <p>I can feed myself with a spoon and drink from a cup, and I'm starting to help with dressing (shoes, hats, coats).</p>	<ul style="list-style-type: none"> Build self-care into daily routines, encouraging children to "have a go" before offering help. Use songs and visuals to reinforce routines (e.g. "This is the way we wash our hands"). Offer step-by-step support (e.g. hand-over-hand guidance for using a spoon). Provide adapted resources where needed (easy-grip cups, Velcro fastenings) for children with emerging SEND.
<p>Forth milestone:  Building Healthy Habits</p> <p>I enjoy being active every day and I'm beginning to recognise when I'm hungry, thirsty, or tired.</p>	<ul style="list-style-type: none"> Plan for daily outdoor play in all weathers, offering both calm and energetic activities. Provide healthy snack options and encourage children to try new foods. Use stories, songs, and visual prompts to reinforce messages about hygiene, healthy eating, and physical activity.

	<ul style="list-style-type: none"> • Be responsive to children's individual needs for rest, recognising signs of fatigue and supporting routines for sleep.
Final milestone:  Inclusion and Safety Awareness I can join in physical play with others, and I am beginning to learn rules for keeping safe (e.g., holding hands, stopping at roads).	<ul style="list-style-type: none"> • Use group games and role play to model safe and fair play, turn-taking, and listening to adults. • Provide opportunities to practise safety rules in real contexts (e.g. holding hands on local walks). • Adapt activities so all children, including those with SEND, can participate fully (e.g. sensory-friendly alternatives, visual prompts). • Work in close partnership with parents to share strategies for keeping children safe at home and in the community.

Vocabulary: run, walk, body, jump, carefully, roll, crawl, fast, slow, up, down, dance, wiggle, shake, tummy, crayons, chalk, paintbrush, scissors, nappy, like, dislike, special adult, tired, happy, sad, cross, angry, scared, excited, upset, teeth, hands, cups, eyes, knife, fork, spoon, wellies, coat, zip, shoes, socks, forwards, backwards, sleepy, not like, mine, my, more, want, juice, biscuit, bottle, cup, dummy

Impact Statement:

Gross Motor Skills

By the end of being two I can...

- Move with growing confidence and control, running safely on whole feet, stopping when needed, and beginning to climb, balance, and negotiate space.
- Experiment with different ways of moving such as crawling, rolling, spinning, jumping, and dancing, showing increasing enjoyment of being active.
- Begin to use ride-on toys, push-alongs, and climbing equipment with coordination and awareness of others.

Fine Motor Skills

By the end of being two I can...

- Show control with their hands and fingers, building with blocks, completing inset puzzles, and turning pages of a book independently.
- Enjoy mark-making, using crayons, chalks, or brushes to make purposeful marks, lines, and circles.
- Use tools and materials with growing accuracy, such as scooping and pouring in sand and water play, squeezing playdough, and beginning to use child-safe scissors with support.



Self-Care and Independence

By the end of being two I can...

- Feed themselves with a spoon and drink from an open cup, showing pride in their independence.
- Begin to manage dressing skills, cooperating with putting on shoes, hats, or coats, and helping to pull up trousers.
- Show early awareness of hygiene and toileting, such as washing and drying hands, wiping their face, and beginning to recognise bladder and bowel urges.



Healthy Lifestyles

By the end of being two I can...

- Enjoy active play indoors and outdoors daily, taking part in energetic movement and calmer, focused physical activities.
- Communicate basic physical needs, telling adults when they are hungry, thirsty, tired, or need a rest.
- Make choices linked to healthy routines, showing interest in healthy foods, drinking water, and hygiene practices.



Safety and Inclusion

By the end of being two I can...

- Play alongside and with other children, joining in simple games and physical play with growing cooperation and turn-taking.
- Understand and follow simple safety boundaries, such as holding hands on walks, staying with the group, and stopping when asked.
- Engage confidently in physical play, with adults adapting activities so every child, including those with SEND, is fully included and able to achieve success.

 **Overall Impact:** Children leave the 2-year-old provision with the physical foundations for independence, confidence, and resilience. They are developing the gross and fine motor skills, healthy routines, and early self-care habits that prepare them for their 3–4-year-old provision and beyond, fully in line with Birth to 5 Matters.

Physical Development

Curriculum Overview for 3 and 4 year olds

EYFS Educational Programme:

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 coordination, 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.

Intent Statement:

At Sir James Knott Nursery School, our intent is to ensure that children aged 3–4 years develop the strength, coordination, balance, and independence that will provide the foundation for lifelong health, wellbeing, and learning. Our curriculum is rooted in the Birth to 5 Matters guidance and aims to:

 **Gross Motor Development:** We aim to support children to move confidently and safely, developing core strength, stamina, and spatial awareness. We provide opportunities for climbing, running, balancing, jumping, and riding bikes/trikes so that children build coordination, resilience, and enjoyment in physical activity. We want to foster a love of the outdoors, encouraging children to take safe risks and explore their environment with curiosity.

 **Fine Motor Development:** We strengthen children's hand and finger control to prepare them for mark-making, writing, and tool use. We provide varied activities such as threading, cutting, playdough, construction, and drawing to promote dexterity and precision. We encourage purposeful use of tools (scissors, cutlery, brushes) in creative, practical, and self-care contexts.

 **Self-Care and Independence:** We nurture children's growing independence in dressing, toileting, eating, and hygiene routines. We build children's confidence through opportunities to manage belongings, pour drinks, serve food, and dress themselves with minimal support. We develop children's pride and resilience in becoming more self-sufficient.

 **Healthy Lifestyles:** To promote children's understanding of how food, exercise, rest, and hygiene keep us healthy. We encourage children to notice and describe the effects of activity on their bodies. We support children in making healthy choices about what they eat, drink, and how they play.



Safety and Cooperative Play: We teach children to play safely and cooperatively, following rules, sharing, and taking turns in group games. We model safe and respectful use of tools, equipment, and the environment. We support with the building of early understanding of personal boundaries and awareness of risk, helping children to keep themselves and others safe.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge

Moving and Handling

I know

- how to move my arms and legs to climb on equipment.
- how to use my hands and body to balance.
- how to run fast and slow.
- how to change direction when running.
- how to move around obstacles.
- how to squat.
- how to balance.
- how to use both hands to catch and throw a ball.
- how to draw a big and small lines and circles.
- how to use one handed equipment.

Health and Self-Care

I know....

- how to tell an adult what I want and need.
- how my body feels during and after exercise.
- the names of the parts of my body.
- how to stay safe when using different equipment.
- how to wash and clean my hands.
- how important it is to have clean hands.
- what I like and dislike.
- how to control my breathing.
- how to copy the action of adults and my friends.
- my daily routine and how important it is.
- when I need the toilet.
- how to use the toilet.
- how to put my clothes on in the right order and by myself.

Skills

- I am learning to not bump into my friends or objects when moving.
- I am learning how to move my body in different ways.
- I am learning to understand the word obstacle.
- I am learning to understand the word equipment.
- I am learning how to use my hands and eyes to catch a ball/ beanbag.
- I am learning how to hold scissors, paintbrushes, tools.

- I am learning the names of my body parts.
- I am learning to talk about what I need and want.
- I am learning how to use tools safely.
- I am learning how to wash my hands using different steps.
- I am learning the rules to stay safe.
- I am learning to understand my body actions.
- I am learning to understand the word routine.

	<ul style="list-style-type: none"> • I am learning to follow our visual timetable. • I am learning to watch my friends and adults.
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Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality provision for Physical Development for 3–4 year olds through the following approaches:

Gross Motor Development

- Daily access to indoor and outdoor environments, including large-scale equipment (climbing frames, bikes, balance beams) to promote stamina, balance, and coordination.
- Adult-led movement sessions such as dance, yoga, parachute games, and obstacle courses to refine spatial awareness and self-control.
- Opportunities for safe risk-taking (climbing higher, balancing on beams, jumping from low structures) supported by practitioner encouragement and modelling.

Fine Motor Development

- Planned manipulative activities (threading, puzzles, pegboards, construction kits) to build dexterity.
- Daily mark-making provision with varied tools (pencils, paintbrushes, chalks, sticks) to strengthen control and prepare for writing.
- Use of playdough, clay, and sensory materials to develop hand strength, finger isolation, and coordination.
- Practitioners observe grip and encourage correct finger positioning when developmentally appropriate.

Self-Care and Independence

- Consistent routines where children practise dressing skills (putting on coats, fastening zips, changing shoes).
- Snack and mealtimes planned to encourage independence (pouring drinks, serving food, using cutlery).
- Visual prompts and adult modelling to guide toileting and hygiene routines.
- Adults give time, encouragement, and praise to build confidence in managing personal care.

Healthy Lifestyles

- Discussions embedded in routines about healthy eating, rest, and exercise, linking choices to children's wellbeing.
- Cooking, gardening, and role play activities to explore food and healthy living.
- Opportunities to reflect on body awareness after activity ("I feel hot," "My heart is beating fast").
- Daily outdoor play in all weathers to instil resilience, enjoyment, and appreciation of nature.



Safety and Cooperative Play

- Structured group games (parachute play, circle games, ball skills) to support rule-following, turn-taking, and cooperation.
- Modelling and explicit teaching of how to use tools and resources safely (scissors, woodwork tools, climbing equipment).
- Consistent reinforcement of boundaries indoors and outdoors to ensure children understand safe behaviours.
- Social stories and role play to support children who find risk management or cooperative play more challenging.



Overall Implementation: Through carefully planned provision, responsive adult support, and an enabling environment, children aged 3–4 are given daily opportunities to develop their gross and fine motor skills, self-care independence, understanding of healthy lifestyles, and awareness of safety in cooperative play.

<p>First milestone:  Gross Motor Control and Coordination</p> <p>I can run, jump, climb, pedal, and balance with control, changing speed and direction safely.</p>	<ul style="list-style-type: none"> Provide daily access to large outdoor equipment (bikes, climbing frames, obstacle courses). Model and narrate different ways of moving (e.g. hopping, skipping, rolling). Plan games that build stamina, coordination, and balance. Encourage safe risk-taking, helping children build resilience and confidence.
<p>Second milestone:  Fine Motor and Early Writing Skills</p> <p>I can hold mark-making tools with increasing control, manipulate small objects, and use my hands and fingers with growing precision.</p>	<ul style="list-style-type: none"> Offer daily mark-making opportunities (chalk, crayons, paint, sand, outdoor boards). Provide fine motor challenges like threading, pegging, and puzzles. Plan “funky fingers” and playdough activities to strengthen muscles. Observe grip and encourage tripod hold when children are developmentally ready.
<p>Third milestone:  Independence in Self-Care</p> <p>I can use a knife, fork, and spoon, dress myself with minimal help, and manage toileting and hygiene routines confidently.</p>	<ul style="list-style-type: none"> Encourage independence during mealtimes, dressing, and toileting routines. Provide child-sized cutlery, low-level coat pegs, and accessible toilets/washbasins. Use visual aids (posters, routine cards) to support step-by-step independence. Celebrate and praise independence to build confidence and resilience.
<p>Forth milestone:  Healthy Choices and Body Awareness</p> <p>I know that food, exercise, rest, and hygiene help me stay healthy, and I can describe how my body feels after activity.</p>	<ul style="list-style-type: none"> Teach about healthy routines through cooking, gardening, and role play. Embed discussions on healthy choices into everyday routines. Model enthusiasm for active play, exercise, and trying new foods. Encourage reflection on how bodies feel after activity (“I’m hot,” “My heart is fast”).

Final milestone: 🤝 Playing Safely and Cooperatively

I can join in group games, follow rules, take turns, and use tools and equipment safely with adult support.

- Introduce simple group games to practise turn-taking and cooperation.
- Teach safe use of tools (scissors, cooking utensils, woodwork tools).
- Provide clear safety boundaries for indoor/outdoor play.
- Use role play and social stories to support children in managing risks and friendships.

Vocabulary: equipment, obstacles, arm, leg, action(s), likes, dislikes, wash, clean, dry, hygiene, balance, run, jump, skip, hop, routine, important, dislike, safe, different, breathing, breathe, order, exercise, control, copy, pencil grip, hold, catch, fast, slow, lines, circles, squat, patterns, shapes, throw, catch, kick, big, small, heartbeat, sweaty, sticky

Impact Statement:

Gross Motor Development

By the end of Nursery I can...

- Move confidently in a range of ways - running, climbing, balancing, jumping, and pedalling – showing control and coordination.
- Understand spatial awareness and can adjust speed and direction to avoid obstacles and keep themselves and others safe.
- Show resilience when taking on physical challenges and enjoy exploring movement through play, dance, and outdoor activities.

Fine Motor Development

By the end of Nursery I can...

- Use a comfortable grip with increasing control to make marks, draw, and begin to form recognisable letters.
- Demonstrate precision in handling tools such as scissors, paintbrushes, and cutlery.
- Develop hand strength and dexterity support independence in tasks like building models, fastening clothes, and completing puzzles.

Self-Care and Independence

By the end of Nursery I can...

- Manage their own personal hygiene with confidence, including toileting, handwashing, and dressing.
- Use cutlery to feed themselves and participate in mealtimes with independence and pride.
- Take responsibility for belongings (coats, bags, shoes) and complete daily routines with minimal support.

Healthy Lifestyles

By the end of Nursery I can...

- Show awareness of the importance of healthy routines, including eating a balanced diet, being active, resting, and staying clean.
- Talk about the effects of exercise on their body (e.g. “I feel hot,” “My heart is fast”).
- Make choices that promote health and wellbeing in their play and daily routines.

Safety and Cooperative Play

By the end of Nursery I can...

- Play safely and cooperatively with others, following rules, taking turns, and sharing fairly.
- Use equipment and tools with care, showing awareness of safety for themselves and others.

- Show growing confidence in managing risk, asking for help when needed, and respecting boundaries.

 **Overall Impact:** Children leave the 3–4 year old provision with the physical skills, independence, healthy habits, and cooperative behaviours that prepare them for Reception and beyond. They are confident, capable, and resilient learners who understand how to take care of themselves, make healthy choices, and play safely with others.