

## Physical Development

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
<b>Nursery Skills</b>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other</p>

	<p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To use mark making resources with increasing independence.</p> <p>To develop balance / ball skills / riding / scooting.</p> <p>To climb steps or stairs on alternate feet.</p> <p>To refine large scale movements (walk, run, hop, skip, jump).</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of</p>	<p>whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To develop skills in team games.</p>	<p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move with increasing care and control in the learning environments.</p>	<p>tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To have refined both fine and gross motor skills.</p> <p>To use equipment safely and with control.</p>
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			healthy food choices and impact on our body.			
<b>Nursery Knowledge</b>	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>

	<p>right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>scissors to snip or how to use a paint brush to paint.</p>	<p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like.</p> <p>To show increasing independence in self-help skills such as toileting and dressing.</p>		<p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	
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	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
<b>Reception Skills</b>	To use a dominant hand.  To begin to form recognisable letters which are formed mostly correctly.  To use climbing equipment safely	To begin to use anticlockwise movement and retrace vertical lines.  To use climbing equipment safely and competently.	To show good practice with regard to exercise, eating, sleeping and hygiene.  To be able to balance and coordinate safely.	To handle tools, objects, construction and malleable materials safely and with increasing control.	To use a pencil effectively to form recognisable letters, most of which are formed correctly.  To refine fine motor skills using tools competently, safely and confidently.	To show good control and co-ordination in *large and small movements (fast, accurate and efficient).  *walking rolling crawling jumping

	<p>and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To negotiate space effectively.</p>	<p>To negotiate space effectively.</p>			<p>running</p> <p>hopping</p> <p>skipping</p> <p>climbing.</p> <p>To show increased fluency of movement and overall body strength.</p>
<p>Reception Knowledge</p>	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>

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