

Physical Development

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 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.

Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April). Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	Gross Motor: - Navigate indoor and outdoor environments safely, beginning to adjust speed to avoid obstacles and peers. - Climb low steps, ramps, and outdoor apparatus safely, beginning to use alternate feet with adult support. - React and stop on a physical stop-and-go signal during group play. Fine Motor: - Pinch, squeeze, and poke soft dough and clay to build finger strength. - Explore messy play (shaving foam, cornflour, wet sand) using fingers and whole hands to make early marks. - Feed self independently using a spoon with growing coordination.	Gross Motor: - Stand on one leg momentarily with adult support. - Jump off low boundaries and steps, aiming to land on two feet. - Roll, push, and kick large balls with growing direction. - Attempt to catch a rolling or low-bouncing ball using both arms extended. - Propel self on push-along toys and early balance bikes, using feet flat on the floor to steer. Fine Motor: - Hold chunky crayons, markers, and brushes with a multi-finger, pincer-style grip rather than a flat-palm grasp. - Pass toys and tools from one hand to the other across the body's midline.
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Nursery 2 (Confident learners)	Gross Motor: - Run with confidence and agility, successfully negotiating corners and dodging obstacles at speed. - Stand still on one leg for a count of 3. - Climb stairs and outdoor frames confidently, using alternate feet without needing adult support. Fine Motor: - Hold writing and drawing tools with a multi-finger pincer grip, moving away from a whole-hand fist grip. - Use both hands together for different tasks (e.g., holding a cup steady with one hand while pouring from a jug with the other).	Gross Motor: - Follow, remember, and copy simple movement sequences (like marching, slithering, or hopping) to a musical beat. - Walk with control and balance along a low, wide beam or line on the floor. - Catch a medium-sized ball from a short distance using two hands. - Throw a ball underarm towards a target. Fine Motor: - Show a consistent preference for using a dominant hand across daily tasks. - Use safety scissors to make continuous cuts along a straight line. - Hold and use a child-friendly knife and fork together during lunch.	Gross Motor: - Work co-operatively with peers to lift, carry, and arrange large, heavy outdoor blocks and crates safely. - Jump from low heights, landing safely on two feet with bent knees. - Hop on one foot. - Run up and kick a stationary or slow-moving ball with direction and power. Fine Motor: - Hold pencils and markers with a secure, comfortable three-finger tripod grip. - Draw a closed, recognizable circle to represent a face or object. - Use glue sticks, small paintbrushes, and classroom tools with neatness and precision. - Control mark-making tools to form recognizable pre-writing shapes (lines, circles, crosses) and initial letters of their name.
Reception	Gross Motor:	Gross Motor:	Gross Motor: - Negotiate space safely and with agility.

	- Move confidently at speed, changing direction quickly and safely to dodge obstacles and navigate around peers. - Manage toilet and hygiene needs completely independently (including wiping, flushing, and washing hands). - Change for physical activities independently, managing to take off and put on own shoes, socks, and coats. Fine Motor: - Translate gross, whole-body movements (waving flags, painting fences) into controlled, smaller-scale drawings. - Use scissors to cut out basic shapes with control.	- Maintain a comfortable, active, upright posture when sitting at tables or on the carpet for lessons. - Navigate large climbing frames and ladders confidently, demonstrating secure balance, grip, and body tension. Fine Motor: - Use small tools (tweezers, pipettes, paintbrushes, cutlery) with excellent accuracy and control. - Hold pencils with a fluent, comfortable tripod grip. - Form single letters of the alphabet correctly.	- Demonstrate strength, balance, and coordination when climbing, running, jumping, and playing. - Hold stable shapes on physical apparatus, transfer weight, and roll safely. - Handle balls and PE equipment with precision and accuracy. Fine Motor: - Hold a pencil effectively in preparation for fluent writing, using the tripod grip. - Use a range of small tools, including scissors, paintbrushes, and cutlery with accuracy. - Show control and care when writing on lines, correcting letter heights.
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