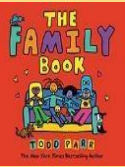
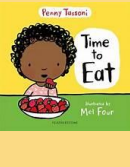
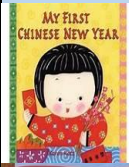
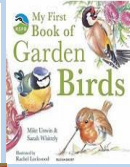
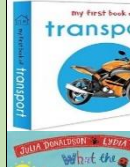




Statutory Guidance from the EYFS Framework for Physical Development:

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 both play 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1					
Potential Themes/ Interests of children	I can do it! Starting Nursery Special people (family, Key Person) Autumn	Food and Drink Colours Christmas Winter	Dinosaurs Night and Day Big and small animals	Spring On the Farm Favourite stories and songs Easter arts and crafts	Superheroes Out and about Minibeasts	Summer Transport and travel Water
Possible Celebrations & Experiences	Harvest Friendship month	Bonfire Night, World Food Day, Christmas Nativity, Diwali, Nursery Rhyme week (Nov)	Lunar New Year / Chinese New Year Big School's Birdwatch Storytelling week Pancake Day	Mother's Day, World Book Day World Sleep Day Easter egg hunt.	National Pet Month (April) Earth Day	Eat your veg day (June) World Oceans Day Father's Day
Suggested Texts – Fiction and Non- Fiction	 	 	   	   	   	   

					
The 3-4-year-olds expectations in Physical Development for reference. Where are children going?	General yearly Physical Development progression – Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support. Balancing on one foot for short periods of time – still or hopping. Learning to climb with care. Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games. Learning to ride a balance bike by ‘scooting’ along and using feet as brakes. Gross Motor Skills – Continue to develop their movement, balancing, riding and ball skills, take part in group activities, remember sequences and patterns of movements relating to music and rhythm, choosing resources to carry out a plan. Fine Motor Skills – Uses one handed tools and equipment, shows a preference for a dominant hand, uses a comfortable grip when holding pens and pencils, be increasingly independent as they get dressed (putting on coats and doing up zips).				



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Physical Development progression	- Lift their head while laying on their front. - Push their chest up with straight arms. - Roll over from front to back, then back to front. - Sit without support. - Reach out for objects as co-ordination develops. - Pass things from one hand to another. - Begin to crawl in different ways and directions. - Pull themselves upright and bouncing in preparation for walking. - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Fit themselves into spaces, like tunnels, dens and large boxes and move around in them. - Begin to walk independently - choosing appropriate props to support at first. - Walk, run, jump and climb - and start to use the stairs independently. - Learning how to use a knife and fork.					
Gross Motor Skills Intent Vocabulary Implementation	Uses large and small motor skills to do things independently such as wanting to feed themselves, pour drinks and begin to dress or undress. Move, dress, undress, zip, button, clap, dance, try, water, sand, pour, carry, lift. Provide opportunities during snack and mealtimes for children to feed themselves using	Clap to music. Continue to use large and small motor skills to build independence in feeding, pouring, and dressing. Move, dress, undress, zip, button, clap, dance, try, water, sand, pour, carry, lift. Play a range of songs and encourage children to clap along to the beat, starting slowly and then trying faster	Begin to enjoy kicking, throwing, and attempting to catch balls. Move, dress, undress, zip, button, clap, dance, try, water, sand, pour, carry, lift. Provide a range of soft balls both indoors and outdoors so children can explore rolling, kicking, and throwing. Play simple ball-rolling	Build independently with a range of appropriate resources. Move, dress, undress, zip, button, clap, dance, try, water, sand, pour, carry, lift, kick, throw, catch, ball, fall down, tumble, build up. Provide large wooden blocks, crates, and foam bricks outdoors so children can build towers, bridges, and enclosures.	Use large and small motor skills more confidently to do things independently such as feeding, pouring, dressing and undressing. Clap and move to music with growing rhythm and control. Enjoy kicking, throwing, and catching balls in a variety of ways. Move, dress, undress, zip, button, clap, dance, try, water, sand, pour,	Use gross motor skills confidently to express independence. Clap, move, and dance freely to music. Kick, throw, and catch balls with growing accuracy. Build independently and with peers using a range of resources. Move, dress, undress, zip, button, clap, dance, try, water, pour, carry,

	spoons, forks and cups, even if it gets messy. Set up a role-play area with dressing-up clothes that have zips, buttons, and hats to practice dressing and undressing. Offer small jugs of water or milk at snack time so children can practice pouring their own drinks with support. Encourage children to pull on their own wellies and coats for outdoor play, giving plenty of time and gentle encouragement.	rhythms. Use action songs such as "If You're Happy and You Know It" to encourage clapping and body percussion. Provide instruments such as drums and tambourines so children can practice clapping or tapping along to rhythms. Continue to encourage children at mealtimes and in dressing to practice independence, praising their attempts.	games in pairs or small groups to encourage turn-taking and coordination. Encourage children to kick balls into large goals or boxes so they experience success. Use lightweight scarves or balloons to begin practicing early catching skills, as they move more slowly in the air.	Offer construction sets such as Duplo or magnetic tiles indoors for children to build independently. Create opportunities for children to stack, balance, and connect materials to test their ideas. Encourage children to work together to build large-scale structures such as dens or obstacle courses.	carry, lift, kick, throw, catch, ball, fall down, tumble, build up. Provide opportunities for children to serve themselves at snack times, using child-sized utensils and jugs. Set up dressing-up challenges such as putting on hats, coats, and shoes independently. Play music outdoors and encourage children to clap, stamp, and move in time with the beat. Set up ball games such as rolling through tunnels, kicking into hoops, or throwing beanbags into buckets.	water, sand, pour, carry, lift, kick, throw, catch, ball, fall down, tumble, build up. Provide opportunities for children to lead their own snack routines, serving food, pouring drinks, and tidying away. Play different styles of music and encourage children to clap, dance, and move with confidence. Organise simple group games such as rolling a ball to a friend, kicking into a goal, or throwing beanbags into hoops to develop ball control. Provide both large and small
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						construction materials so children can build independently and collaboratively, celebrating their creations. Offer outdoor physical challenges such as climbing, balancing, and moving crates to extend building into large-scale play.
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See also Literacy for emergent writing/mark making

Fine Motor skills	Develop manipulation and control.	Explore different materials and tools.	Develop an interest in making marks.	Enjoy drawing freely.	Continue to develop manipulation and control through purposeful tool use.	Use fine motor skills confidently to explore and create.
Intent Vocabulary Implementation	Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing. Provide playdough for children to squeeze, squash, roll, and pat to strengthen their hand muscles. Offer chunky inset puzzles and large wooden blocks for children to pick up and place.	Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing. Provide safe child scissors with paper, card, and fabric scraps so children can experiment with snipping. Offer a range of mark-making tools such as chunky crayons, paintbrushes, chalks, and pencils.	Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing. Provide large paper sheets on the floor and encourage children to use crayons or paintbrushes to make marks freely. Offer outdoor chalking on playground surfaces and walls to encourage big arm movements. Allow children to use	Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing. Set up a drawing station with a variety of papers, pens, and crayons so children can access them independently. Encourage children to experiment with circular and zig-zag movements, praising their creativity. Provide clipboards with paper for children to take outdoors to make free	Explore materials with growing skill and confidence. Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing, trace, copy, meaning, pattern. Provide small hammers and golf tees with playdough or cork boards for safe hammering activities.	Enjoy drawing and making marks to express ideas. Steady, slow, fast, marks, round, up, down, hands, grasp, hold, lines, circles, squiggles, fingers, paint, water, sand, mark making, draw, pencils, paint, chalk, pens, paper, drawing, writing, trace, copy, meaning, print, letters, trace, copy, meaning, name, up, down, round, back. Provide independent access to a wide range of mark-making tools so

	Set up simple threading activities using large beads and laces. Give children opportunities to use spoons, scoops, and tongs in sand and water play to practice gripping and transferring.	Introduce children to different textures such as sponges, rollers, and stampers at the paint table. Provide sensory trays filled with rice, lentils, or pasta and add spoons, funnels, and small containers for scooping and pouring.	sticks to make marks in mud, sand, or gloop. Encourage children to talk about their marks by modelling language such as, "Wow, you've made lots of lines there."	drawings in different spaces. Place mirrors near the mark-making area so children can attempt simple self-portraits.	Offer opportunities for children to cut softer materials such as playdough or straws with scissors. Set up painting with different sized brushes, rollers, and sponges to allow choice and control. Encourage children to use tweezers to pick up small items such as pom-poms or beads to develop pincer grip.	children can draw, scribble, and make marks whenever they choose. Encourage children to combine mark-making with stories or role-play (e.g., "Let's make a shopping list for our shop"). Set up creative provocations such as "Can you draw your family?" or "Let's draw the flowers we saw outside." Provide small construction sets (e.g., Duplo, magnetic shapes) to support fine motor precision alongside creative play.
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