Intent	Physical Development 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, play movement with 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 foundations 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.		
Key vocabulary to be used	Texture, body, movement, kick, roll, climb, crawling, walking, running, jumping, balancing, throwing, catching, skipping, hopping, pushing, pulling, rope swing, hammock, scooter, trike, bike, build, obstacle course, blocks, crates, planks, digging pit, large and small spades, mud kitchen, music, movement, clap, stamp, dance, sing, pattern, rhythm, sequence, tools, scissors, tape, glue, bend, fold, shape, model, mark make, draw, write		
Implementation Physical development is developed through: • Gross motor play outside • Dough disco • Squiggle • Snack & meal times • Cooking/baking, opportunities • Dance • Music • Yoga • Scissor skills • Using tools both indoors and out Daily opportunities in continuous provision: • Creative workshop • Messy play • Mark making area • Fine motor station/activities	Gradually developing control of their whole body through continual practice of large movements, such as walking, tummy time, kicking, rolling, crawling etc. Enjoy clapping and stamping to music Be happy to fit themselves into spaces, like tunnels, dens, and large boxes, and moved around in them. Start to kick, throw, and catch scarves, bean bags, balls etc. Build/construct independently with a range of appropriate resources both indoors and out Enjoy walking, running, jumping and climbing independently Begin to spin, roll and independently use ropes and swings Children confidently sit on a push-along wheeled toy, begin to use a scooter or use a tricycle Develop manipulation and control of materials such as paper, card Explore different materials and tools Children to use large and small motor skills to do things independently Children show an increasing desire to be independent, feeding themselves, putting on their coat and shoes. To begin to use cutlery during snack, role-play, malleable play etc.	Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Be confident going up steps and begin to climb apparatus using alternative feet Develop skills for skipping, hopping, standing on one leg and holding poses for a game Children to use large-muscle movements to wave flags and streamers, paint and make marks Begin to start taking part in some group activities which they make up for themselves or in teams Children to develop skills in being able to use and remember sequences and patterns of movement which are related to music and rhythm Begin to match their developing physical skills to tasks and activities in nursery Children begin to choose the right resources to carry out their own plan Develop working with others to manage large items such as moving long planks safely, carrying hollow blocks. Continue to build skills in using one-handed tools and equipment Develop a comfortable grip with good control when holding mark making materials Begin to show a preference for a dominant hand	I can confidently balance, ride a scooter, trike or bike and use a variety of ball skills I can go up steps and climb apparatus using alternative feet I can hop, skip and stand on one leg and hold a pose for a game or in movement activities I can use confidently use my large-muscle movements to wave ribbons, paint and mark make My confidence is growing to take part in some group activities which I make up for myself or in teams I can use and remember sequences and patterns of movement which are related to music and rhythm I can match my developing physical skills to tasks and activities in nursery I can choose the right resources to carry out my own plan I can work with my friends to manage large items such as moving long planks safely, carrying hollow blocks I can use one handed tools and equipment safely I have a comfortable grip and good control when holding mark making materials I show a clear preference for a dominant hand I can independently put on my coat and fasten it I can meet my own needs independently Confidently and independently use all forms of cutlery to self-feed; knife fork and spoon

• Malleable materials area • Outdoor learning		Build on their independence, putting on coats and doing up the zip Begin to use cutlery such as a spoon or fork to scoop and jab to self-feed	