**Physical Development**

**Intent:** Our environment is designed to provide diverse opportunities to nurture skills development and confidence. We foster and challenge children to take managed risks, building stamina and resilience. Our systematic approach to progression enables children to develop a range of large and small movements, improving coordination and dexterity. Through focusing on health and well being children will understand key concepts and have their misunderstanding corrected, transferring learning to long term memory. Children bridge their new skills from Nursery to their home environment, sharing essential knowledge within their community. This will help families implement a healthy lifestyle for now and beyond.

**Implementation:** Our enriched outdoor environment motivates our children inclusively, to immerse themselves in Physical activity, supporting them to take managed risks, develop confidences, nurture skills, building stamina and resilience, whilst extending their physicality. Our pedagogical approach to outdoor learning, through our Forest School teaching, which is rooted in evidence, over many years of International research, is at the heart of our outdoor learning. This approach fosters a love of the outdoors and a natural desire for our children to want to learn outside, focusing on both their Physical development and their health and well being. Our inclusive continuous provision provides diverse opportunities to enable children to improve coordination and dexterity. Through specific learning opportunities we enhance and develop smaller movements, and skills that they can practice, modify and improve. Opportunities for repetition create fluency in development as children progress towards clear end points through their problem solving, engineering, and creative expression.

Through our focus on cognitive challenge and high aspirations for all, our enhancement opportunities are as follows:

* Forest Schools, a unique teaching approach to outdoor learning.
* Stem Hive, using a science, engineering, technology and mathematical approach to their outdoor learning environment.
* Baking, developing physical skills and healthy life skills.
* Roly Poly Friday, developing core strength.
* Dancing and movement.
* Finger gym and Dough Disco, supporting the development of hand dexterity and strength.



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| Skills to Develop | Supporting Examples |
| Gradually gain control of their whole body through large movements | Opportunities for climbing, running, riding bikes, balancing, kicking, rolling etc. |
| Clap and stamp to music | Opportunities for whole body music explorations and dancing. |
| Lift their heads and push their chests up with straight arms | Opportunities for Yoga, snake pose amongst other yoga poses |
| Roll over, log rolling, front to back & back to front & crawl in different ways | Roly Poly Friday and roly polying outside when weather allows. |
| Pass things from one hand to another and to others | Dough disco, playdough play construction play, sharing and interacting with others. |
| Fit themselves into spaces i.e. crates, tunnels. Dens, big boxes | Den building, hide and seek, large construction, outdoor spaces i.e. tunnel. etc |
| Begin to explore throwing, catching and kicking skills | Ball play and small apparatus explorations |
| Begin to independently build using a range of resources | A wide range of construction materials, including natural are always available. |
| Walk, run, jump, climb and begin to use stairs independently | Wide range of physical opportunities outdoors, including stairs |
| Begin to develop manipulation and control | i.e. exploring mark making in different ways and creative explorations |
| Explore different materials and tools | Opportunities to try new experiences i.e. clay tools, construction tools, finger gym explorations. |
| Runs well, kicks a ball, jumps with both feet on the ground  (\*\*\*Observation Checkpoint\*\*\*) | Observe their physical movements and encourage different challenges to develop these skills |
| Roll over, log rolling, straight legs, front to back & back to front & crawl in different ways | Roly Poly Friday and roly polying outside when weather allows. | |
| Fit themselves into spaces i.e. crates, tunnels. Dens, big boxes and develop building enclosing spaces | Den building, hide and seek, large construction, outdoor spaces i.e. tunnel. etc. | |
| Developing throwing, catching and kicking skills | Ball play and small apparatus explorations | |
| Developing skills using different materials and tools | Forest schools and indoor tools use  Finger gym, malleable table, clay etc. | |
| Developing more control through mark making | Opportunities through finger gym, malleable, writing and mark making | |
| Able to sit comfortably on chairs, (\*\*Observational Checkpoint\*\*) | ECAM, roly Poly core strength i.e. stretching, dancing jumping station, tree climbing, trikes. | |
| Climb using alternate feet | Climbing, scrambling logs, steps | |
| Skip, hop, hold a pose | Yoga, outdoor space , dancing, etc | |
| Use large muscle movements to wave, paint and mark make | Steamers, dancing, SW Disco, fence painting , big brush sweeping etc | |
| Engage in group game play in teams | Forest Schools, garden games i.e. Mr Wolf | |
| Begin to match their physical skills to develop confidences to extend their choices. | Challenge themselves in Forest schools, physical challenges in the garden. | |
| Begin to develop independence skills through dressing/undressing | Try and put own hats, coats, etc on and pull clothes up and down for the toilet. | |
| Use on handed tools and equipment with developing control | i.e. scissors, screwdrivers, hammers etc | |
| Begin to choose the right resource to carry out their own plan. | i.e. a bigger spade for a deeper hole | |
| Climbs confidently, catches a large ball. Pedals a trike  (around 3rd birthday) \*\*\*Observation check list\*\*\* | Encourage and challenge physically to develop these skills and confidences. | |
| Climbs confidently, catches a large ball. Pedals a trike (around 3rd birthday) \*\*Observation check list\*\*\* | Check they can do these and challenge to extend i.e. pedal a bike, tree climbing, lots of ball skills i.e. bounce and catch, high throws etc. | |
| Extend their manipulation and control using skilful challenges | New challenges i.e. tools use, woodwork tools, Forest Schools, controlled skills and understanding of safety | |
| Climbing using alternate feet | Through different challenges i.e. Trees, steps, cargo net, scrambling logs | |
| Can challenge their movements further through balancing, hopping, skipping, freeze a post | Yoga, dancing, movement sessions, travelling around big spaces in different ways. | |
| Large muscle movements in their arms, to develop muscles for writing | Flag waving, painting with big brushes, sweeping, vertical and horizontal surfaces i.e. window washing, fence painting  Squiggle Wiggle Disco | |
| Good control in their mark making using a comfortable tripod grip, showing a preference for a dominant hand | Continue to offer finger gym activities to develop hand muscle strength, and mark making opportunities, encouraging early writing alongside representation of their creative thinking. | |
| Be able to use one handed tools skilfully, i.e. scissors, hole punches, screwdrivers, clay tools, etc. | Opportunities for snipping, cutting, punching, a range of resources, alongside joining and connecting, i.e. learning to use tools to attach and strengthen | |
| Team games with rules they create themselves or with others | Role model games, outdoors, Forest Schools, let them lead and add ideas and encourage to create their own games and explain to others how to play | |
| Increasingly use and remember patterns of movements related to music and rhythm | Model movement vocab i.e. gallop, slither, spin, and the vocab of instruction i.e. follow, first, lead, copy, next etc.  Dancing, travelling in different ways, follow the leader, larva game etc. | |
| Increasingly independent at dressing | Putting own coats and shoes on and develop skills i.e. zips, Velcro, toggles etc. | |



**Impact:** The impact of Physical Development is that our children are physically confident, they have improved coordination, dexterity and physical strength. They take risks, and their emotional well-being and health improves, positively impacting on their learning. Our children know more, remember more and are able to apply more as they understand their own physical health and build their stamina and resilience.