



## Physical Development

**Intent:** Our environment is designed to provide diverse opportunities to nurture skill 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 misunderstandings corrected, thus transferring learning to long term memory. Children bridge new skills into their home environment, sharing essential knowledge within their community. This will help families to make healthy lifestyle choices.

**Implementation:** Our enriched and fully inclusive outdoor environment motivates children to immerse themselves in physical activity. This supports them to take managed risks, develop confidence, grow skills and extend knowledge. Our outdoor pedagogy is evidence based and implemented through a Forest School ethos. This approach fosters a love of the outdoors and a natural desire to learn whilst immersed in nature. Physical development, social interaction and health and well-being are the foundations on which our outdoor curriculum is based.


Through focused cross curricular learning we enhance and develop fine motor skills that children can practice, modify and improve. Opportunities for repetition create fluency in development as children progress towards clear end points.

Through our focus on cognitive challenge and high aspirations for all, our physical 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 outdoor environmental learning.
- Baking, developing physical skills and an understanding of healthy life choices.
- Roly Poly Friday, developing core physical strength.
- Dancing and movement, focusing on creative physical responses to different mediums.
- Finger gym and Dough Disco, supporting the development of hand dexterity and strength.


Enhancements run every term throughout the year. Children are assessed termly and duration in each group will be dependent on impact. Minimum duration 1 half term



Physical Development - Alfreton Nursery School								
Progression Stages	EYFS Assessment	ANS Skills progression	Transition GLD	A - Z Progression			Term of focus	Enhance.
	Gross Physical Development						Autumn Term	Bike riding balance and coordination group. Needs driven and data informed (LA)  Forest Schools 4 sessions across the week, offering a differentiated approach for all children. (LD, LA, NB, KW)
	Walk, run, jump and climb – and start to use the stairs independently.	Move freely around nursery, negotiating obstacles with support	Negotiate space and obstacles safely, with consideration for themselves and others	L	C	A		
	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Access the bike track and the vehicles with support	Demonstrate strength, balance and coordination	L	C	A		
	Fine Motor Physical Development							
	Develop manipulation and control.	Use small construction and small world resources	Begin to show accuracy and care when drawing	L	C	A		
	Explore different materials and tools.	Explore freely with mark making and atelier tools	Use a range of small tools	L	C	A		
	Gross Physical Development						Spring Term	
	Continue to develop their movement, balancing, riding	Explore climbing frame, sand pit	Demonstrate strength,	B	Z	T		


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	(scooters, trikes and bikes) and ball skills.	and natural spaces outside	balance and coordination				Movement and Dance & Baking  Twice a week.  Data and Ferre Laevers informed  (MB, JB & AH)          Roly Poly – Once or twice a week depending on need. Data driven  (KW & JB)
	Go up steps and stairs, or climb up apparatus, using alternate feet.	Explore climbing frame, sand pit and natural spaces outside	Demonstrate strength, balance and coordination	B	Z	T	
	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Manage body in different physical environments and respond to stimulus,, e.g. dance, running, balancing . . .	Negotiate space and obstacles safely, with consideration for themselves and others	B	Z	T	
	Use large-muscle movements to wave flags and streamers, paint and make marks.	Manage body in different physical environments, and respond to stimulus e.g. dance, running, balancing . . .	Demonstrate strength, balance and coordination	B	Z	T	
	Start taking part in some group activities which they make up for themselves, or in teams.	Engage with others safely during physical play	Negotiate space and obstacles safely, with consideration for themselves and others	B	Z	T	
	<b>Fine Motor Physical Development</b>						

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	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Explore and persevere with tools, using them safely.	Use a range of small tools,	B	Z	T		Finger Gym & Dough disco  Daily by whole team for all children	
	Use a comfortable grip with good control when holding pens and pencils.	Use increasing control with tools, including mark making resources.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	B	Z	T			
	<b>Gross Physical Development</b>						Summer 1	Kixx one day three times a year  STEM Hive 3 sessions across each week. Data driven (AH, LD & NB)	
	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Manage body in different physical environments, and respond to stimulus e.g. dance, running, balancing . . .	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	B	C	T			
	Match their developing physical skills to tasks and activities in the setting. For example, they	Explore physical equipment and manage their own body, making safe	Demonstrate strength, balance and coordination	B	C	T			

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	decide whether to crawl, walk or run across a plank, depending on its length and width.	and challenging choices							
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Engage with others safely during physical play	Negotiate space and obstacles safely, with consideration for themselves and others	B	C	T			
	<b>Fine Motor Physical Development</b>								
	Show a preference for a dominant hand.	Use increasing control with tools, including mark making resources.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	B	C	T			
	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use increasing control and perseverance when attempting to manipulate small objects.	Show control and fine manipulation	B	C	T			

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<p>Summer 2 – Blockers revisited for individuals and cohorts, through continuous provision and enhancements. <b>Increased focus on collaborative physical play – following rules, taking turns, sharing resources, team work . . .</b></p> <p>Moderation – Half termly moderation held between Physical Development leader and link practitioners. Focus –</p> <ul style="list-style-type: none"> <li>• How do the 3I's work together?</li> <li>• Is the intent built on evidence? Does the implementation reflect highly aspirational and knowledgeable leadership? Does the impact have sustained positive outcomes for all children?</li> <li>• How does learning build on prior learning?</li> <li>• How does learning link to future learning?</li> <li>• Why are we teaching what we are teaching now?</li> <li>• Does our teaching reflect the intent?</li> <li>• Is the learning altering long term memory?</li> </ul>		
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### 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.

Subject Lead – Amanda Hubball

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