



St. Peter's Early Years Physical Development Curriculum Nursery



Development Matters Statement	The Nursery children can.....
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	• Explore the outside equipment and the bike area. With encouragement explore the bike area and independently choose a trike or scooter, with support will have a go on the balance bikes. • Explore/throw a range of different types of ball e.g., balloons, bubbles, fabric balls, scarves, bean bags, beach balls, and big footballs. • Begin to use a balance bike confidently and with support have a go on a bike with pedals. • Develop throwing/rolling/kicking a range of different types of ball (fabric balls, scarves, bean bags, beach balls, and big footballs) with support, to a target and stopping that ball. • Confidently use a balance bike and use a trike with pedals. • Throw/roll/kick/catch a range of several types of balls, including small balls, such as a tennis balls and hit a target e.g., hoops buckets, skittles, and a goal to hit a target. Develop accuracy to hit a target (Get Set) • Play simple ball games with support.

Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	• Walk up and down stairs holding onto a rail. • Explore large- and small-scale apparatus and climbing frame with support. • To move safely and sensibly in a space with consideration of others. (Get Set). • To develop moving safely and stopping with control. (Get Set) • Practise separate ways of moving across the playground e.g., hop, skip, jump by playing various games • To develop balancing whilst stationary and on the move. (Get Set) • Walk up and down stairs using alternative feet, holding onto the rail. • Independently climb onto the climbing frame or large apparatus with some support. • Develop different ways of moving and stopping with control (Get Set) • confidently use alternative feet when using large equipment or climbing frame (apparatus). • confidently use a range of large and small equipment (apparatus). • move the large and small equipment safely. • Explore different ways to travel (Get Set)
Use large-muscle movements to wave flags and streamers,	• Reach for tools and equipment by crossing the midline, rather than using the same arm on that side, e.g., during Dough Disco • Use my hand to touch my opposite knee e.g., during games and songs.

paint and make marks. Crossing the Midline Let's Get Physical and Ready to Write-activities	• To explore different body parts and how they move and remember and repeat actions. (Get Set/Phonics) • Walk along a line crossing each foot over the line. • Use rhymes to help children to cross their hands over the midline (Morris and Simmons Education) (<i>Outside Gym</i>) • To create movements and adapt and perform simple dance patterns. (Get Set) • Use variety of equipment to pass across the midline, e.g., dough disco and rainbow ribbons during singing. • Use large gross motor movements in the air and on large paper e.g., during Write Dance (scrimbling). • Draw/paint a figure of 8 on a large vertical piece of paper. • Make a figure of 8 using my hands (butterfly). • To copy and repeat actions showing confidence and imagination. (Get Set)
Start taking part in some group activities which they make up for themselves, or in teams.	• Join in ring games supported by an adult. • To follow, copy and lead a partner. (Get Set) • With support, think of a game/s and ask a friend to join me. • With support, use the resources in the inside and outside environments to create building/models that support my play.

	• Beginning to independently join in ring games. • Beginning to think of a simple game/s independently and with support invite my friends to join in with me. • Beginning to use the resources in the inside and outside environments to create building/models that support my play. • To follow instructions and move safely when playing tagging games. (Get Set) • Independently join in ring games and lead them. • To be able to play games showing an understanding of the different roles within it. (Get Set). • Think of a simple game/s independently and invite my friends and other children (Reception) to join in with me • Use the resources in the inside and outside environments to create building/models that support my play.
Increasingly be able to use and remember sequences and patterns of movements which	• With support, follow and copy the big actions in 'dough gym' • with support, copy the language used to describe each movement. • beginning to think of different ways of moving and with support use the correct vocabulary to describe my movements, such as gallop, slither, lead, follow, copy, wiggle etc. • To follow a path and take turns. (Get Set)

are related to music and rhythm.	• follow and copy a sequence of movements in 'dough disco' and 'scrimbling'. • copy the language used to describe each movement. • beginning to think of different ways of moving and use the correct vocabulary to describe my movements in different activities and play situation. • To develop rocking and rolling. • To copy and create shapes with your body. (Get Set) • use the movements learnt in 'dough gym' and 'scrimbling' in my everyday play. • Use language modelled previously to describe my movements. • think of different ways of moving and use the correct vocabulary to describe my movements when in different activities and play situation. • follow a sequence of movements independently.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether	• To use different travelling actions whilst following a path. (Get Set) • When in play, with support, I talk about different ways to move to complete my task, for example, when building an assault course.

to crawl, walk or run across a plank, depending on its length and width.	• When in play I discuss with my peers (friends) the movements we need to do to complete a simple task, such as, walk the plank on the pirate ship the children made. • make decisions, sometimes with help from my friends, about how to move in a variety of play situations, for example, flying when playing superheroes.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	• beginning to explore in inside and outside environments and begin to remember where the resources and equipment belong. • with support, I safely help tidy up the classroom and the outside area and begin to listen to and follow the adults' instructions of where the equipment and resources belong and how to safely put them away. • Confidently explore the inside and outside environments and remember where the resources and equipment belong. • help safely tidy up the classroom and the outside area listening to, following the adults' instructions, and remembering where the resources belong and how to safely put them away. • to stop safely and develop control when using equipment. (Get Set) • safely tidy up the classroom and the outside area and independently remember where the resources and equipment belong. For example, put the large white tubs back safely, without swinging them around.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

See: Let's Get Physical and ready to write for further activities

- use beginners' scissors to make snips in a variety of malleable materials. For Example, jelly, foam, dough, card, and paper
- use beginners' scissors to make bigger cuts in a variety of malleable materials. For Example, jelly, foam, dough, card, and paper
- with support, experiment using one handed tools. For Example: hole punches, glue sticks, paint brushes, pencils, runners, whisks, knives, nuts, bolts, and stencils.
- begin to use children's scissors (holding them correctly) to make snips in a variety of malleable materials. For Example, jelly, foam, dough, card, and paper.
- use children's scissors to make bigger cuts in a variety of malleable materials. For Example, jelly, foam, dough, card, and paper
- independently children's scissors (holding them correctly) to make snips, cut straight lines using a variety of malleable materials. For Example, jelly, foam, dough, card, and paper
- independently use the scissors to cut in a straight line and I am beginning to cut around shapes to further develop their own ideas and creations.
- independently use one handed tools. For Example: hole punches, glue sticks, paint brushes, pencils, runners, whisks, knives, nuts, bolts, and stencils.

Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	• join in, with support, activities to help strengthen my fingers and explore objects that I can squeeze or flick, such as sponges, spray bottles, small balls, squeezing empty bottles etc to support finger isolation • with support ('scrimbling' and 'Dough Gym') can use a variety of tools to support the development of the pincer grip. • with support, can explore a variety of activities that encourage the use of the pincer grip. • can use a variety of tools to support the development of the pincer grip. ('scrimbling' and 'Dough Gym') • can explore a variety of activities that encourage the use of the pincer grip and join in finger rhymes also. • explore a variety of one-handed tools and begin to say which hand feels more comfortable.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• watch the adult modelling how to put on a coat. For example, laying it on the floor or using the hood methods. • watch the adult modelling how-to put-on wellies or shoes. For example, the velcro is always on the outside of my foot. • have a go at putting my coat on and with adult support can put it on correctly. • have a go at putting on my wellington boots and shoes and with adult support can put it on correctly.

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| | <ul style="list-style-type: none">• with adult support, put my coat on, even if it is not correct.• put my coat on independently. If I can put my coat on independently, I can assist another child
• with adult support, put my wellington boots or shoes, even if they are the wrong way round.• put my wellington boots or shoes on independently.
• watch the adult model how to do a zip.• have a go at doing my own zip but may need support.• put my coat and do my zip up independently. |
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