

Curriculum Goal: Physical Development

Physical Development

We aim to support our children to develop their sensory processing skills to enable them to respond appropriately to the physical challenges of the environment. To be able to move confidently and safely in a range of ways, through experiencing regular movement and activity both inside and outside. This will enable children to develop their gross and fine motor skills, enabling children to excel in other areas, e.g. self-care, literacy, handwriting etc. Fine motor refers to small muscle groups including hands, wrists, fingers, feet and toes. Gross motor skills are to do with large muscle groups including the co-ordination of arms, legs and other large body parts.

We want children to understand good practices with regard to healthy living, identifying healthy and non-healthy foods. To understand the importance of oral health. To safely use a range of appropriate tools and equipment and begin to manage some risk.

CONTEXT

The large majority of our families live in high rise blocks, without gardens. Parents reluctant to use local parks. Ladywood is a very deprived district, and as such in the most deprived areas childhood obesity is significantly higher, compared to least deprived areas. In Bham, 13.3% of children start school with obesity; the gap is widening and getting worse year on year. Every year, a large majority of children start nursery school continuing to wear nappies/not being potty trained.

CITY & LADYWOOD DISTRICT DATA - Ladywood is the most deprived ward in the city. **Removing this inequality is a priority for us.** 79.45% of children in Ladywood achieve a GLD in Physical Development.

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| First milestone: | Fine Motor <ul style="list-style-type: none"> Start eating and drinking independently and learning how to use a drinking cup (not a bottle or a Sippy cup unless required due to additional need) knife, fork and spoon. Begin to demonstrate an emerging preference for a dominant hand. Explore a variety of fine motor activities; threading, puzzles, playdough, painting, etc, finger painting, hole puncher Gross Motor <ul style="list-style-type: none"> To be able to put on own coat and hat. To be able to move around the nursery environment freely, inside and outside, safely Experiment with freedom to move in a variety of ways Access appropriate climbing equipment safely e.g. large play area or climbing towers. |
| What does this look like? | Children will be able to explore the nursery environment safely, making appropriate risk assessments. Children will be able to put on their outdoor coat mostly independently. |
| Second Milestone: | Fine Motor <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils Beginning to explore mark making and write letters or marks that have meaning Uses one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand |

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| | Gross Motor <ul style="list-style-type: none"> • Be able to put on own coat/jumper/gloves and hat • Use tools for a purpose, scissors, pencils • With support, set the dinner table • Pour water at snack times • Select snack independently • With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. |
| What does this look like? | Children are able to manage their physical needs independently; putting their outdoor coat and off with little support. Children will join in with snack times, accessing chosen snacks, eating and drinking independently. |
| Third Milestone: | Fine Motor <ul style="list-style-type: none"> • Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • To be able to write their name • To independently serve themselves or others at snack time/dinnertime Gross Motor <ul style="list-style-type: none"> • To have an awareness of safety and manage own risks • Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width. • Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks. |
| What does this look like? Measure... | The children will confidently explore the nursery environment, indoors and outdoors, selecting tools and equipment independently during self-chosen activities. Children will be confident in their own abilities and risk assess their own play skills, eg know how to navigate the bicycle track safely. Children will manage their own physical needs independently. |
| Final Milestone: Children will have developed their core strength, which will enable them to play games both indoors and outdoors, navigating the nursery environment safely. Through accessing repeated opportunities to explore and play, children have developed their fine motor control and hand eye co-ordination. This will mean that most children can access tools safely , navigate their way through the nursery day managing their physical needs independently; e.g. putting on their wellies, shoes, coats, hats and gloves. Feeding independently at dinnertime and accessing tools to support self-chosen activities e.g. scissors, painting brushes etc. | |