

CURRICULUM Goal: 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, identify healthy and non-healthy goods. To understand the importance of oral health. To safely use a range of appropriate tools and equipment and being to manage some risk.

About Goodway

Goodway Nursery School is located in the Perry Barr district of Birmingham. The majority of our children have parks and gardens to play in, however, we see the trend beginning to decline within this early learning goal. Therefore we strive to provide an exciting outdoor space and support for an increasing number of children who require support with self-care and toileting.

First Milestone- What we would like our children to know and be able to do by the end of Daisies. (Aged 2-3)	Second Milestone- What we would like our children to know and do throughout Sunflowers. (Aged 3-4)	Third Milestone- What we would like our children to know and be able to do by the end of the Sunflowers. (Aged 4-5)
<p>Fine motor: 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 needs) 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 punching.</p>	<p>Fine motor: Use a comfortable grip with good control when holding pens and pencils. Beginning to explore mark making and write letters of 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.</p>	<p>Fine motor: 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/lunch time.</p>
<p>Gross motor: 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 and climbing frame.</p>	<p>Gross motor: Be able to put on own coat, jumper, gloves and hat Use tools for a purpose, scissors, pencils With support, help at lunchtime Pour water at snack times Select snack independently With support collaborate with other to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Gross motor: 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 of its length and width. Works with other to manage large items, like moving a long plank safely and carrying large hollow blocks.</p>
<p>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.</p>	<p>What does this look like? Children are able to manage their physical needs independently, putting their outdoor coat on and off with little support. Children will join in with snack times, accessing chosen snacks, eating and drinking independently.</p>	<p>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, e.g. Know how to navigate</p>

		riding the bikes safely in the playground. Children will manage their own physical needs independently.
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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.