

Nursery Physical Development Long Term Plan

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Gross Motor Skills	Working outdoors Gain control of their whole body through continual practice of large movements, such as kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and move around in them. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use steps independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently,	Working outdoors Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Begin to go up steps and stairs, or climb up apparatus, using alternate feet. Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Begin to take part in some group activities which they make up for themselves, or in teams. Begin to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. Begin to choose the right resources to carry out	Working outdoors Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to paint and marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. Choose the right resources to carry out	Working outdoors Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width.	Working outdoors Ride scooters, trikes and bikes with some skill and control. Throw, catch and kick a large ball. Confidently balance when walking across planks and tyres. Confidently and independently go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to paint and make marks. Take part in some group activities which they make up for themselves, or in teams.	Working outdoors Ride scooters, trikes and bikes with some skill and control. Throw, catch and kick a large ball. . Confidently balance when walking across planks and tyres. Confidently and independently go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to paint and make marks. Take part in some group activities which they make up for themselves, or in teams.

	for example manage buttons and zips, and pour drinks.	their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	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.	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.	Independently match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. Independently 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. Independently collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Independently match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. Independently 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. Independently collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Indoors Clap and stamp to music. Build independently with a range of appropriate resources. Learn to use the toilet with help, and then independently.	Indoors Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Indoors Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to paint and make marks. Use large-muscle movements to wave scarves and streamers.	Indoors Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to paint and make marks. Use large-muscle movements to wave scarves and streamers.	Indoors Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to paint and make marks. Use large-muscle movements to wave scarves and streamers.	Indoors Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to paint and make marks. Use large-muscle movements to wave scarves and streamers.

Check Point Opportunities	Can they catch a large ball? Can they climb confidently? Can they peddle a trike? Do they sit comfortably on a chair?	Are they reliably dry during the day?				
Fine Motor Skills	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines	Develop hold and control of crayons/pencils/ paint brushes /scissors/manipulatives. Lunchtime routines
	Develop manipulation and control by exploring different materials and tools. Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Eat finger food and develop likes and dislikes. Try a wider	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Begin to show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Begin to show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Begin to show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Eat independently , learning how to use a knife and fork. Begin to show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Eat independently, learning how to use a knife and fork. Begin to show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. Be increasingly

	range of foods with different tastes and textures.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.	independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food and drink.
Check Point Opportunities	Do they explore texture and moving parts? Can they pick up small items such as raisins or threads? Can they turn pages one-by-one? Can they build a tower of five or six bricks? . Can they make vertical, horizontal and circular marks? Can they thread cotton reels or big beads? Can they snip with scissors?		Can they hold a crayon and scribble freely? Can they paint with wrist action, making dots? . Can they use two containers to pour and fill? Can they manipulate dough to make balls and snakes? Can they draw a person on request with head and face, usually no body? Can they draw circles and can copy V, H and T? Can they use scissors to cut? Can they paint and draw freely? Can they thread small beads or complete a threading card? Can they thread and screw nuts, bolts and washers? Can they build structures with blocks, boxes and planks? Can they complete a sorting task using tweezers?		Can they draw a person on request with heads, legs and body? Can they complete simple jigsaws that contain 6 to 10 pieces? Can they track objects, pictures and text with their finger from left to right? Can they copy the letter shapes X, V, and O? Can they hold a pencil using a conventional grip? Can they button and unbutton? Can they write one or two letters independently, usually ones from their name? Can they cut on a line continuously? Can they copy triangles, squares and other geometric shapes?	

