



EYFS Nursery Physical Development Curriculum

<p>Over Arching Principles</p>	<ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. 		
<p>Characteristics of Effective Learning</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. 		
<p>Core Vocabulary</p>	<p>Run, Jump, Stop, Freeze, Climb, Step, Balance, Scooter, Bike, Ball, Kick, Roll, Catch, Wash, Toilet, Hands</p>	<p>Hop, Skip, Pedal, Balance, Crawl, Thread, Post, Brush, Tooth, Coat, Zip, Fasten, Spoon, Fork, Grip</p>	<p>Run, Race, Speed, Obstacle, Weave, Pedal, Steer, Knife, Fork, Cut, Grip, Tripod, Leader, Copy, Challenge</p>

AUTUMN TERM - Link to NC Physical Education

Development Matters 3-4 Milestones

Children develop movement skills such as running, jumping, climbing, and riding trikes. They begin to use one-handed tools and equipment, show increasing control, and manage self-care routines with support.

What we want the children to KNOW

Gross motor control: Climbs, jumps two-to-two safely; balances on low apparatus.
 Locomotion on wheels: Propels scooters/balance bikes by pushing feet.
 Self-care routines: Toilets with reminders; washes hands correctly.
 Action copying: Imitates simple rhyme actions (e.g., stomp, stretch).

Agility and response: Runs and freezes on signal (e.g., Traffic Lights).
 Alternating feet: Climbs apparatus using alternate feet and hands for support.
 Mark making at scale: Uses large tools from shoulder/arm to create controlled marks.
 Health awareness: Names basic health routines (sleep, handwashing, toothbrushing).

SPRING TERM - Link to NC Physical Education

Development Matters 3-4 Milestones

Children develop movement skills such as running, jumping, climbing, and riding trikes. They begin to use one-handed tools and equipment, show increasing control, and manage self-care routines with support.

What we want the children to KNOW

Hopping and control: Hops on the spot/travels across markers.
 Object control: Rolls/chases/collects large objects (tyres, barrels) purposefully.
 Independent toileting: Manages clothing; washes hands without reminders.
 Cutlery use: Eats with fork and spoon; reduces spillage.

Pedalling: Drives tricycles around set routes/cones with awareness of others.
 Fine motor precision: Threads/posting; pincer to pick small items; nips malleable media.
 Personal dressing: Takes coat off/puts it on; imitates toothbrushing routine.
 Tool grip: Transitions towards controlled palmar grip for pens.

SUMMER TERM - Link to NC Physical Education

Development
Matters 3-4
Milestones

Children develop movement skills such as running, jumping, climbing, and riding trikes. They begin to use one-handed tools and equipment, show increasing control, and manage self-care routines with support.

What we want the children to KNOW

Speed and pathways: Runs at speed; negotiates obstacles; stop/turn with control.
Height and balance: Travels above floor height slowly and safely (e.g., beam).
Manipulation: Weaves materials into frames; explores simple mechanisms.
Fastenings: Attempts zips/buttons with adult scaffolding.

Pedal-steer coordination: Drives ride-ons with pedals and steering round obstacles.
Team movement: Collaborates to move large items safely; follows leader patterns.
Eating skills: Uses knife and fork independently to cut soft foods.
Tripod grip and fluency: Uses tripod grip; repeats controlled strokes; ascribes meaning.
Personal, social and emotional development (PSED)

