

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Physical Development**

Aspect: **Gross Motor Skills**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – rocket roll, log roll 	<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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, drink, activity and tooth brushing. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – rocket roll, log roll, baby rabbit shuffle, rocking horse 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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, drink, activity and tooth brushing. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – rocket roll, log roll, baby rabbit shuffle, rocking horse, crocodile rock, crocodile crawl 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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, drink, activity and tooth brushing. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – rocket roll, log roll, baby rabbit shuffle, rocking horse, crocodile rock, crocodile crawl, caterpillar crawl, happy lion 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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, drink, activity and tooth brushing. <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired:- rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – rocket roll, log roll, baby rabbit shuffle, rocking horse, crocodile rock, crocodile crawl, caterpillar crawl, happy lion, the daisy, the sky diver 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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, drink, activity and tooth brushing. <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired:- rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Big Moves – ALL

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Physical Development**

Aspect: **Fine Motor Skills**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Develop manipulation and control. Explore different materials and tools. Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Use 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. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks – large and small scale 	<p>Knowledge and Skills <u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Develop manipulation and control. Explore different materials and tools. Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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 to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks – large and small scale To trace patterns To trace their name. 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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 to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To make marks, small scale To begin to draw recognisable pictures To trace sight words To write the first letter of their name. 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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 to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> begin to draw recognisable pictures, adding details To copy patterns To copy sight words To write the first letter of their name. To copy write their name. 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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 to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Develop 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. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To draw recognisable pictures – adding features To draw own patterns To write the first letter of their name. To copy write their name. To write their name independently. To begin to copy write the sight words. 	<p>Knowledge and Skills <u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> 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 to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Develop 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. <p>Granby Writing Expectation</p> <ul style="list-style-type: none"> To write the first letter of their name. To copy write their name. To write their name independently. To begin to write the sight words independently. To begin to write short sight word sentence (exceeding)