



Physical Development in Nursery

	Autumn	Spring	Summer
Gross Motor Skills	<ul style="list-style-type: none"> Ride scooters and bikes using my feet to push. Run then begin to stop when an adult says freeze Explore different ways of moving including galloping like a horse. Jump with two feet learning to land safely. Climb the steps and climbing frame carefully. Kick, roll and chase a ball. Move around without bumping into other people. Use both hands together in play (bilateral coordination). Copy the actions in our songs and rhymes. 	<ul style="list-style-type: none"> Hop on the spot and begin to hop while travelling. Bowl, roll, chase and collect balls, tyres and barrels. Copy all parts of whole-body action rhymes with movement challenges. Ride tricycles by pedalling independently. Travel safely above floor height (e.g., on climbing equipment) with an adult's support. Show better balance and control when moving around obstacles. Begin to throw a ball with two hands. 	<ul style="list-style-type: none"> Run faster and change direction avoiding obstacles in our way. Move safely on climbing equipment by slowing down, balancing and watching where we are going. Play games where we aim, stop, chase and collect with better control. Join in with longer action songs and movement routines, keeping up with the actions. Start and stop our bodies when a grown-up gives the signal, showing good control. Play simple team games where we take turns and follow the rules together. Balance more confidently when walking along lines, low beams or stepping stones. Use bigger outdoor equipment like hoops, bats, balls, crates and planks with growing confidence. Keep going for longer when we are active, showing stamina and enjoyment.
Fine Motor Skills	<ul style="list-style-type: none"> Squeeze, roll and squash playdough in our play, Dough Disco and squiggle sessions to make my hands strong. Make big marks using my arms and shoulders Draw big circles, lines and zig-zags in the air or on paper. 	<ul style="list-style-type: none"> Make marks using different sized pens, pencils and brushes with a palmar grip. Use tools such as scoops, tweezers and spoons with growing control. Use pincer movements to pick up small items or pinch malleable materials. 	<ul style="list-style-type: none"> Weave ribbons, paper and natural materials into frames, fences or baskets. Twist, turn, push, pull and slide parts to make simple mechanisms work. Use both hands together for coordinated tasks (e.g., holding paper while cutting).

	<ul style="list-style-type: none"> • Try using both hands to see which one feels best. 	<ul style="list-style-type: none"> • Thread beads, post shapes and complete simple inset puzzles. • Begin to use a tripod grip with support (where developmentally appropriate). 	<ul style="list-style-type: none"> • Begin to show hand preference more consistently. • Use tools like scissors, tweezers and scoops with more control. • Make more careful marks using different pens, pencils and brushes. • Hold our pencils, crayons or brushes in a comfortable, more controlled grip. • Use tools for a purpose — cutting along lines, spreading, joining or digging. • Thread smaller beads and complete trickier posting and puzzle activities. • Begin to copy simple letter-type shapes like lines, circles and crosses. • Build with small construction pieces using careful fingers and good control.
<p>Self-Care & Independence</p>	<ul style="list-style-type: none"> • Hang up my coat and bag with the help of my teachers • Tell a grown-up when I need the toilet. • Try to go to the toilet by myself or ask for help if I need it • Wash my hands when someone reminds me. 	<ul style="list-style-type: none"> • Use the toilet with more independence, managing clothing and washing hands with support from an adult if needed. • Take off and put on our own coat. • Imitate a tooth-brushing routine. • Begin to manage zips, buttons and fasteners with support. 	<ul style="list-style-type: none"> • Follow a full tooth-brushing routine from start to finish. • Try simple fastenings with help and later begin to manage zips and fastenings more independently. • Look after our own things more independently — shoes, jumpers, water bottles. • Help tidy up and take care of our classroom and outdoor spaces. • Use the toilet completely independently, including wiping and washing hands. • Follow simple hygiene routines like blowing our nose, washing hands before eating and after toileting. • Help prepare simple snacks safely — pouring, spreading or chopping soft foods. • Look after our own needs and ask for help when we really need it.

Vocabulary	Push, pull, roll, jump, climb, stop, go	Hop, pedal, balance, twist, squeeze, pinch	Aim, collect, weave, cut, join, steady, control
How Adults Support Pupils in PD	<ul style="list-style-type: none"> • Model safe movement and spatial awareness • Provide repeated motor patterns (Squiggle, Dough Disco) • Scaffold tool use (scissors, tweezers, scoops) • Pre-teach routines for EAL learners • Provide sensory-motor opportunities daily • Support independence with visuals and prompts 		
Experiences	<ul style="list-style-type: none"> • Obstacle courses • Dough disco • Large-scale mark making outdoors 	<ul style="list-style-type: none"> • Pedalling challenges • Threading stations • Climbing practice 	<ul style="list-style-type: none"> • Team games • Balance trails • Simple food prep (spreading, chopping soft foods)
By Summer, children will be ready for Reception because they can:	<ul style="list-style-type: none"> • Move safely with control • Use tools with increasing precision • Hold a pencil with control • Manage toileting and hygiene independently • Take responsibility for belongings • Follow multi-step self-care routines 		