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| Physical Development Ages 2-3 | | Summer 1  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks  Summer 2  Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  Learn to use the toilet with help, and then independently.  Autumn 1  Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling  and walking.  Clap and stamp to music.  Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.  Autumn 2  Enjoy starting to kick, throw and catch balls.  Build independently with a range of appropriate resources.  Begin to walk independently – choosing appropriate props to support at first.  Spring 1  Walk, run, jump and climb – and start to use the stairs independently.  Spin, roll and independently use ropes and swings (for example, tyre swings).  Spring 2  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control. | 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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | Ride a balance bike  Write your name  Draw your family  Zip your coat  Bearpark Primary School – Colliery Road, Bearpark, Durham, DH7 7AU |
| Physical Development Ages 3-4 | Summer 1  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 their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Summer 2  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  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 toothbrushing.  Autumn 1  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.  Autumn 2  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Spring 1  Use large-muscle movements to wave flags and streamers, paint and make marks.  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.  Spring 2  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  Show a preference for a dominant hand. | | 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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | Ride a balance bike  Write your name  Draw your family  Zip your coat  Bearpark Primary School – Colliery Road, Bearpark, Durham, DH7 7AU |