

2022 to 2023 framework for **Physical Development** with links to the 2022-2023 project 'what is alive in our garden?'

Autumn	Spring	Summer
<b>Moving and handling</b>		
<ul style="list-style-type: none"> <li>• Copies action rhymes-finger / action songs and physical action rhymes that link to dancing e.g., heads, shoulders, knees, and toes.</li> <li>• Negotiating space in nest group spaces.</li> <li>• Accessing Montessori shelves for fine motor.</li> <li>• Balancing tasks- outside- transporting, pushing, pulling.</li> <li>• Large 'body' mark making and connexions to their own movements with chalk and paint.</li> <li>• Introducing scissors for small cutting tasks on the Montessori shelves.</li> <li>• Throwing skills- into the air or a large, opened container bean bags and larger balls.</li> <li>• <b>Mark making with emerging control creating lines and circular marks.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Moving in response to music.</li> <li>• Copies ways of moving- twisting, curling.</li> <li>• Moving on different levels and surfaces using parts of their body.</li> <li>• Awareness of physical movement through shadow work in the winter.</li> <li>• Practice yoga / Pilates as taught movement skills.</li> <li>• In the Piazza Garden area with bikes and scooters.</li> <li>• <b>Negotiating the uneven ground in woodland walk experiences.</b></li> <li>• Developing cutting tasks longer lines cutting out simple shapes.</li> <li>• Throwing and catching skills large balls, scarves, and hoops.</li> <li>• <b>Can make differentiated graphic representations to share ideas with adults.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Following a dance routine with extended sequences of rhythmic dances / movements.</li> <li>• Throwing and catching, games with small equipment.</li> <li>• In the Piazza Garden area with bikes and scooters.</li> <li>• Move across equipment e.g., without our knees touching or us without taking our hands away.</li> <li>• Using scissors effectively for their own purpose.</li> <li>• <b>Uses graphic equipment effectively to express ideas with adults and peers.</b></li> </ul>
<b>Health and selfcare</b>		
<ul style="list-style-type: none"> <li>• Adults support children to recognise danger and risks.</li> <li>• Understanding and recognising personal needs e.g., taking a drink when thirsty, taking jumper off when hot, putting a coat on when raining.</li> <li>• Dressing and undressing for the toilet.</li> <li>• Feeding self: using a cup and spoon.</li> <li>• To express a personal need and have a right for those needs to be met respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Children begin to recognise risk and danger themselves.</li> <li>• Putting on waterproof clothes and wellington boots hats and gloves for the appropriate weather outside.</li> <li>• Management of your own clothes e.g., where to hang coats, store wellies etc with support.</li> <li>• Using cutlery appropriately knife, fork and spoon.</li> <li>• Using a cheese grater.</li> </ul>	<ul style="list-style-type: none"> <li>• Children manage their own risks.</li> <li>• Responsible for their own coats, belongings, etc.</li> <li>• Collect their own belongings when leaving nursery.</li> <li>• Using cooking utensils in dependently and other related items when thirsty etc washing them and replacing them.</li> <li>• <b>Children to understand the value and purpose of recycling processes.</b></li> </ul>

<ul style="list-style-type: none"><li>• Staff modelling putting waste into the compost bin/ recycling.</li></ul>	<ul style="list-style-type: none"><li>• To manage toileting, to change clothes and wash hands with minimal support.</li><li>• Children put waste food into the compost and recycling.</li></ul>	<ul style="list-style-type: none"><li>• Children know that food can be a healthy option or not.</li><li>• Children know how to be healthy, why food and drink is important, sleep and washing.</li></ul>
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