



Walbrook Nursery School

Physical Development Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
We are learning to...	<ul style="list-style-type: none"> -climb up and down steps. -climb up and down apparatus. -run on the spot. -jump on the spot. -move arms to make large shapes. -follow simple dance moves -hold scissors. -handle child-friendly knives safely. -hold pens and mark-making tools. -make large writing patterns. -put on our own shoes, wellingtons, and coats. -manipulate a jug and use a spoon to serve/ feed ourselves. 		<ul style="list-style-type: none"> -move apparatus safely. -climb on large apparatus safely and with increasing control. -hop on the spot. -jump from a small height. -bend our knees when we land. -move arms across the centre of our body. -create our own dance moves. -put two dance moves together. -catch a large ball using two hands. -throw a large ball using a two handed under arm throw. -use scissors to make snips or strips. -use the knives to slice and cut. -make smaller marks using mark making tools. -use more than one pattern to create an image. -apply pressure to pencils, crayons, and wax crayons. -zip up our coats/ change our clothes when they are wet. -take ourselves to the toilet with fewer accidents. 		<ul style="list-style-type: none"> -move apparatus safely by working together in a group. -travel across apparatus in different ways. -balance in a range of ways. -skip. -move around the garden safely, negotiating space. -throw a ball to another child using under arm throw. -catch a ball using two hands. -move arms across the centre of our body in a range of ways. -use dance patterns we are familiar with in recognisable songs. -use a range of one-handed tools safely and confidently. -use a comfortable grip with improved pressure when making marks with pencil, crayons, and wax crayons. -use cutlery with good control to cut, chop, serve, spread. -get dressed and undressed with confidence. -wash our own hands. -use the toilet with confidence and less reminding. -say what we need to do to keep our body healthy. 		<ul style="list-style-type: none"> -create different pathways by positioning apparatus in different ways. -join balances and movement together on apparatus. -throw and catch to a friend and on our own. -handle both large and small tools safely and can explain how to use safely. -explain the importance of washing our hands. -give step by step instructions for how to wash hands. -say how to keep healthy.
Suggested Teachable Moments	<p>Apparatus set up prior to children's arrival. Marching game up and down steps-Grand Old Duke of York. Chalk on playground. Dancing scarves outside. Simon Says game. Chopping vegetables and dough in mud kitchen/ home corner/ snack area. Baking and cooking activities-pizza, vegetable soup, stir fry. Notepads and pens displayed all areas. Large paper stuck to the floor. Large Paper stuck to the wall. Felt-tips for lighter pressure/ thick pens and crayons Getting changed for Forest School. Dressing up clothes Snack table/ water play toys. Woodwork bench-hammers</p>		<p>Children help with moving and setting up apparatus. Jump technique images displayed. Crates and apparatus set up for various jumping heights. Music on in all areas. Dance move pattern cards displayed. Large balls in garden-rolling and throwing. Bean bags in garden for throwing and catching. Hoops in garden for throwing and catching. Chopping vegetables and dough in mud kitchen/ home corner/ snack area. Baking and cooking activities-pizza, vegetable soup, stir fry. Wipe board pens and boards. Thick and thin pens and crayons Cards and envelopes Writing sticker labels and post it note signs Woodwork bench-hammers and screws</p>		<p>Photos of apparatus layout for children to replicate (first, next, last) Images of different ways to travel Images of different balances to try Bean bag throw/ small balls to throw-aim in containers Bats and beans bags Music Dance move clips to copy Woodwork bench-applying pressure into wood Thin pencils and crayons Baking and cooking activities-fruit salads and smoothies Healthy teeth activities-dentist visit Sports day Healthy food sorting Grocery shopping for healthy food Assault course</p>		<p>Children to direct where apparatus goes. Draw a plan of where apparatus needs to be positioned. Make a three-part sequence move, balance, jump. Mini-ball circuit (kick, roll, throw) Design and create woodwork item (rocket, car etc) Write shopping list for food items that are healthy Make own healthy meal for family members Draw a healthy eating poster</p>

		Assault course		
Objectives	<p>Climbs up apparatus with an adult close by for support and reassurance.</p> <p>Runs and jumps on the spot (both feet may not lift off the ground simultaneously yet).</p> <p>Moves both my arms in gross motor shapes (writing patterns) separately and symmetrically.</p> <p>Follows simple suggested dance moves for songs-dance moves using both arms and legs (one move at a time).</p> <p>Starting to use two hands to hold scissors and snip the edges of paper.</p> <p>Shows interest in child-friendly knives and peelers through exploration.</p> <p>Holds pens and mark-making tools. This may be with a full hand grasp and large full arm shoulder movement to make marks.</p> <p>Shows an understanding of and attempt the different writing patterns taught by the adults.</p> <p>Begins to attempt to dress self with scaffolded support.</p> <p>Starting to show control over serving fluids with a jug.</p> <p>Uses a spoon for snack time to serve and feed self.</p> <p>Beginning to use a range of one-handed tools with adult modelling and scaffolding.</p>	<p>Helps to manipulate large apparatus (e.g., climbing equipment) with adult support and guidance.</p> <p>Beginning to access and climb the large climbing apparatus with more confidence.</p> <p>Jumps from a small height and am beginning to bend my knees when landing to balance.</p> <p>Moves arms across the mid-line of the body when taking part in writing patterns dancing.</p> <p>Beginning to think of my own dance moves.</p> <p>Beginning to connect two dance moves together at the same time (e.g. clapping and jumping/ arms waving and crossing legs).</p> <p>Shows interest in catching and throwing but this is not yet accurate (throwing in wrong direction or too far/ aiming to catch)</p> <p>Holds scissors one handed (sometimes with reminders) and know how to manipulate the scissors to make snips and cuts strips of paper.</p> <p>Understands the correct way to hold the child-friendly knives and scissors but may need to practice applying pressure and with using a slicing back and forth technique.</p> <p>Uses mark-making tools to create writing patterns which are smaller with more wrist action than shoulder/ arm action.</p> <p>Beginning to connect different patterns together to represent a simple image.</p> <p>Beginning to apply pressure to crayons instead of relying on the lightness of pressure needed for a pen.</p>	<p>Knows how to manipulate and move large apparatus safely with an adult close by to ensure safety.</p> <p>Collaborates with others to manage large items, such as moving a long plank safely.</p> <p>Can explore a range of ways to move on the large apparatus.</p> <p>Continues to develop my large lower body movements through climbing (stairs), balancing, running, walking, hopping, jumping, and crawling.</p> <p>Continues to develop my large upper body movements and am showing more control in my movements and actions-throwing and catching.</p> <p>Can cross the mid-line of the body through bilateral activities e.g., moving streamers or flags across the centre line.</p> <p>Uses sequences and patterns of movement which are related to music and rhythm e.g. hokey cokey.</p> <p>Has a healthy physique that allows for active engagement in physical activity.</p> <p>Knows how to use a range of one-handed tools and equipment with increasing ease and confidence.</p> <p>Uses a comfortable grip with good control when holding writing tools showing preference to a dominant hand. (Preferably splayed four finger grip/ modified tripod grip)</p> <p>Knows how to serve and eat independently and is developing cutlery skills.</p>	<p>Can say where apparatus can be positioned so it is safe.</p> <p>Can join up a sequence of movements on apparatus.</p> <p>Collaborates with others to manage large items, such as moving a long plank safely.</p> <p>Knows and can say how to throw and catch accurately.</p> <p>Knows healthy choices and can say these.</p>

		<p>Knows how to ask for help with regards to dressing self but showing more confidence in doing so independently.</p> <p>Shows an awareness of my toilet needs and am accessing the toilet with some reminders from staff.</p> <p>Knows how to use a range of one-handed tools and are developing my abilities.</p>	<p>Showing increasing independence when getting dressed and undressed.</p> <p>Showing signs of independence when meeting own care e.g. washing hands, using the toilet.</p> <p>Can stay dry during the day on most (but not necessarily all) days.</p> <p>Knows what some healthy choices are around food, drink, toothbrushing and exercise.</p>	
I can...	<p>I can climb up and down steps and apparatus.</p> <p>I can run on the spot.</p> <p>I can jump on the spot.</p> <p>I can move my arms in large shapes.</p> <p>I can follow simple dance moves.</p> <p>I can hold scissors.</p> <p>I can use child-friendly knives safely.</p> <p>I know how to hold and make marks with pens and other mark-making tools.</p> <p>I can put on my own shoes and coat.</p> <p>I can use a jug and spoon independently.</p>	<p>I can move apparatus safely.</p> <p>I can climb on large apparatus with increasing control.</p> <p>I can hop.</p> <p>I can jump from a small height.</p> <p>I know that I need to bend my knees when I land.</p> <p>I can create my own dance moves.</p> <p>I can join two dance moves together.</p> <p>I know to put my hands together to catch.</p> <p>I can catch a large ball.</p> <p>I know how to throw under arm.</p> <p>I can throw in the direction of my target.</p> <p>I can make snips or cut strips with scissors.</p> <p>I can hold scissors with one hand.</p> <p>I can slice using a knife.</p> <p>I can make smaller writing pattern marks.</p> <p>I am beginning to apply pressure to pencils and crayons.</p> <p>I can begin to zip up my own coat.</p> <p>I know when I need the toilet and can take myself or ask for help.</p>	<p>I can work with others to move apparatus safely.</p> <p>I can travel in different ways.</p> <p>I can balance in different ways.</p> <p>I can skip.</p> <p>I can move around spaces safely.</p> <p>I know how to use different types of tools safely.</p> <p>I can use a comfortable grip with a preferred hand for writing.</p> <p>I can get dressed independently.</p> <p>I know how to wash my hands.</p> <p>I can use the toilet independently.</p> <p>I know how to be healthy.</p>	<p>I can suggest safe ways to position apparatus.</p> <p>I can join up a sequence of movements.</p> <p>I know how to throw and catch.</p> <p>I know different ways to keep healthy.</p>