

Nursery Physical Skills Progression and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical – Gross Motor and Independence skills	<ul style="list-style-type: none"> - Balancing, riding and ball skills. - Explore climbing frame confidently, safely and independently - Use large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags, giant mark makers - Be able to cross the mid-line <p>Move to Write</p> <p>Hang own coat and put on own wellies</p>	<p>Use steps and stairs and climb up ladder on climbing frame – work towards using alternate feet</p> <p>Work on core strength, using large muscles movements, working on floor for mark making</p>	<p>Accessing wide range of resources to encourage decision making about the “right” resource eg. which funnel would be best to fill the bottle?</p> <p>Be able to take own shoes off and put on wellies and reverse the process after being outside.</p>	<p>Offer opportunities to develop resilience and risk taking.</p> <p>Explore being able to make choices about their physical skills eg. How would it be best to cross the narrow plank?</p> <p>Be able to put coat hood on head and then put arms into coat.</p> <p>Match their developing physical skills to tasks and activities in the setting eg. whether to crawl, walk or run across a plank.</p>	<p>Be able to go independently to the toilet and wash hands.</p> <p>Be able to get ready in coat, wellies to be able to access the outside area. Know the routine without reminder.</p> <p>Be able to skip, hop and stand on one leg. Have the physical strength to hold a pose eg. musical statues.</p> <p>Be able to ask others to help solve a challenge that they are struggling physically to solve.</p>	<p>Be able to take part in group/team activities and have their own ideas for making up their own games.</p> <p>Increasingly be able to remember sequences of movements which are related to music and rhythm.</p> <p>Be able to collaborate with other children in moving large items eg. large wooden blocks/planks.</p> <p>Understand some ideas of being healthy/looking after themselves.</p>
<p>Vocabulary balance, throw, catch, hop, skip, sequence words – first, next, last, understanding question words (which plank would be the best to use, how would you ask a friend to help you?), healthy</p>						

	Autumn Term	Spring Term	Summer Term
Fine Motor Skills	<p>Work with malleable/sensory materials to increase awareness of fingers/muscles</p> <p>Dough disco/funky fingers activities – being able to mould, roll, pinch, squeeze, poke, thread, pour, fill, transfer, brush/sweep, use tweezers and pipettes, use scissors to make snips.</p>	<p>Develop a comfortable pincer grip for holding pencil and begin have preference of dominant hand.</p> <p>Continue with activities in continuous provision to develop hand/muscle strength and co-ordination.</p>	<p>Gain more control in holding pencil and begin to write/draw some letters in their name.</p> <p>Have more scissor control and start to follow along a line</p> <p>Use a wide range of one-handed tools – hammer, tweezers, play dough cutters/rolling pins, brushes, mark making implements, screwdriver, carabiners, hooks, threading strings.</p>
Vocabulary pinch, squeeze, poke, roll, thread, pour, brush/sweep, hold, nip			