



Nursery Physical Development Progression



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	All about Me	Our Body	World Foods	Animals	Our Community	Life Cycles	
Key Question	What makes me special?	How are we different?	How are foods different around the world?	What is a big animal?	What is in our village?	What is a life cycle?	
Nursery	Physical Development (Knowledge and Skills)	<ul style="list-style-type: none"> To take care of toileting needs independently. (Au1) To begin to show a preference for a dominant hand. (Au1) To climb apparatus safely. (Au1) To begin to show awareness of moving equipment safely with peers. (Au1) To know about personal hygiene and the importance of being clean and tidy. (Au1) To know that washing hands is important after using the toilet and before we eat. (Au1) 	<ul style="list-style-type: none"> To independently put on their coats, with some support for the zipper and buttons. (Au2) To copy dance moves and to move to different kinds of rhythms. (Au2) To use mark making resources with increasing independence. (Au2) To show confidence in dressing up and self-care activities. (Au2) To know how to move on different beats and rhythms e.g. slowly for slow music 	<ul style="list-style-type: none"> To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Sp1) To mark make in sensory trays and also copy different patterns. (Sp1) To mark make using a comfortable grip when using pencils and pens. (Sp1) To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1) To hold jugs and containers confidently and pour from one container into another. (Sp1) To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. (Sp1) 	<ul style="list-style-type: none"> To show awareness of healthy food choices and impact on our body. To hold the pencil correctly using a tripod grip. (Sp2) To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2) To look at books independently whilst turning pages one at a time. (Sp2) Using balancing apparatus. (Sp2) To mark make using a comfortable grip when using pencils 	<ul style="list-style-type: none"> To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. (Su1) To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1) To run skilfully and be able to negotiate space. (Su1) To mark make using a comfortable grip when using pencils and pens. (Su1) To know the correct ways of forming letters. (Su1) To know that snips should be made on the line and the pattern should be followed. (Su1) To know how to feed paper/materials through hand when cutting around objects. (Su1) To be aware of obstacles whilst running, riding a scooter/bike etc. and display some spatial awareness. (Su1) 	<ul style="list-style-type: none"> To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. (Su2) To independently write their name. (Su2) To confidently use scissors and other tools safely. (Su2) To mark make using a comfortable grip when using pencils and pens. (Su2) To know how to hold the pencil correctly and also recognise and self-

	<ul style="list-style-type: none"> To know that books in English should be read from left to right and one page at a time. (Au1) To use alternate feet when climbing apparatus. (Au1) To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1) 	<p>and fast on quicker beats. (Au2)</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2)</p>	<ul style="list-style-type: none"> To know that they need to use tools with a dominant hand. (Sp1) To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1) To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1) To know what making right food choices looks like. (Sp1) To show independence in self-help skills such as toileting and dressing. (Sp1) 	<p>and pens. (Sp2)</p> <ul style="list-style-type: none"> To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Sp2) To know how to use one handed tools effectively. (Sp2) To be able to follow a simple sequence of movements to music and rhythm. (Sp2) 		<p>correct when they form letters incorrectly. (Su2)</p> <ul style="list-style-type: none"> To successfully take part in group games with support from an adult. (Su2) <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. (Su2)</p>
Understanding (Assessment opportunities)	<p>Questioning Discussions Basket of Items/pictures from previous topics</p>					
Vocabulary	<p>Family Friends Myself</p>	<p>Celebrations Diwali Christmas Rangoli Senses Smell Taste Touch Hearing Sight Healthy foods Unhealthy foods</p>	<p>Food World Countries</p>	<p>Animal Big Enormous Elephant Rhino Hippopotamus Camel Giraffe</p>	<p>Community Village Burnham Taplow Slough Library Shops Post Office</p>	<p>Minibeasts Life Cycles Growth Changes</p>

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