

Physical Development			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>All About Me</b></p>	<p><b>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</b></p>	<p><b>Before Me: Long Ago/ Stories and Rhymes</b></p>	<p><b>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</b></p>	<p><b>Animals: Big Wide World/ Creep, Crawl and Wriggle</b></p>	<p><b>Water: Shadows and Reflections/ On the Beach/ Moving on</b></p>
<ul style="list-style-type: none"> <li>In PE sessions, children will develop different ways to move in a space, such as hopping, crawling, running, jumping and negotiate space safely with a growing awareness of their surroundings and other people. Children will learn how to roll, bounce, throw and catch objects, such as balls and beanbags, and play games involving all learnt skills.</li> <li>Children will be encouraged through provision to use a range of one-handed tools, like scissors for Elmer model and clay cutters for elephants, and show preference for a dominant hand.</li> <li>Children will be shown how to grip pens and pencils comfortably and trace over lines (vertical, horizontal, diagonal and letter/ number formation).</li> <li>Discussions around healthy choices about food, drink and tooth brushing will be discussed to ensure children understand what is a healthy choice.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>To use anticlockwise movement and retrace vertical lines to make accurate letter shapes for writing.</li> <li>To cut, tear, fold and stick a range of papers and fabrics.</li> <li>To manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>To use a comfortable grip with good control when holding writing tools in order to develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>To begin to use a range of tools competently, safely and confidently. This will include the use of one-handed tools.</li> <li>During PE, children will practise their throwing and catching skills, developing their hand-eye co-ordination.</li> <li>In games that they play in PE, children will refine their fundamental skills of running, walking, jumping and</li> </ul>	<ul style="list-style-type: none"> <li>To manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</li> <li>To describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</li> <li>During PE, children will develop their gross motor skills, involving throwing and catching a ball, balancing and hand eye coordination.</li> <li>In gymnastics lessons, the children will develop and refine their ability to climb on and jump off safely a range of apparatus and consider how to move differently over apparatus to strengthen their core and improve their agility and balancing.</li> <li>In class, children will develop their small motor skills in provision with opportunities to manipulate playdough, pick up loose parts, use a needle and thread. These skills will continue to support their use of tools, for example pencils, fork, knives.</li> </ul>	<ul style="list-style-type: none"> <li>To look after basic hygiene and personal needs and talks about the importance of good oral health.</li> <li>To talk about what constitutes a healthy lifestyle.</li> <li>To use weekly Nature Garden visits to develop their climbing skills on the apparatus and negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To learn different dance routines with a range of movements during regular daily movement breaks.</li> <li>To continue to develop their fine motor skills through the use of a variety of tools, in particular scissors.</li> <li>Through daily phonics and provision children will continue to develop their letter formation, following RWI letter formation stories. They will have experience forming letters in a range of mediums such as paint, chalk, fingers, pens and pencils.</li> <li>To develop their care and accuracy when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To move confidently in a range of ways and safely negotiate space, obstacles and terrains.</li> <li>To combine different movements with ease and fluency.</li> <li>To confidently use a range of large and small equipment alone and in a group.</li> <li>To develop their understanding further of how to use equipment safely and negotiate space with their peers.</li> <li>To further refine their ball skills maintaining control of larger balls and moving to smaller balls.</li> <li>To build their skills linked to sports day and practise the events so they have an understanding of what is involved in competitive sporting activity.</li> <li>To reflect on which foods are healthy and unhealthy.</li> <li>During lunchtimes children will be encouraged to use cutlery without adult support.</li> <li>Through regular cooking opportunities children will gain experience using a variety of cooking tools such</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show accuracy and care when drawing.</li> <li>To create art in different ways on a theme using fine motor skills.</li> <li>To develop skills for self-care through dressing self, using costumes in the role play area and changing for clubs.</li> <li>To develop their fine motor skills through a range of activities, such as building polydron homes, cutting with scissors, threading shoelaces, etc.</li> <li>To engage in weekly PE sessions to improve gross motor skills with increased control and co-ordination.</li> <li>To use the correct pencil grip and letter formation to develop handwriting. Children will focus on their letter formation throughout this term in order to get them Year 1 ready to write.</li> <li>To move in different ways through mindfulness movement, moving to music and movement breaks.</li> <li>To prepare for and perform in sports day using activities like the egg and spoon race, obstacle courses, 10m running and throwing</li> </ul>

## Individually Strong, Collectively Stronger!



English

<ul style="list-style-type: none"> <li>• Adults will model and teach the children how to put on their coats and do up their own zip to increase independence in meeting their own needs.</li> <li>• Children will continue to be shown how to wash their hands properly using songs and rhymes to remind them.</li> <li>• Within provision, children will interact with chalked obstacle courses and small balancing equipment to build their co-ordination, balance and agility. Children will then use the chalk to create their own obstacle courses, giving meaning to the marks they are making.</li> </ul>	<p>crawling to move around the space.</p> <ul style="list-style-type: none"> <li>• In provision and in PE lessons, children will become increasingly aware of what is around them and be able to negotiate obstacles when moving around a space.</li> <li>• To describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> <li>• During snack time, children will be encouraged to discuss foods that are healthy and the benefits of eating these foods on our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will learn to describe the physical changes experiences when feeling unwell, anxious, angry or sad and communicate these with adults in the setting.</li> <li>• Children will continue to think about healthy snacks for snack time and discuss the importance of eating healthily.</li> <li>• Children will develop their pencil grip and begin to become more comfortable when writing improving their fluency, speed and efficiency in writing.</li> <li>• Children will continue to refine their cutting skills, using scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• To sketch a range of Spring plants and animals to develop their attention to detail and precision.</li> <li>• In PE, children will continue to learn to move in different way by moving like different animals, for example running as fast as a cheetah, hopping like a hare, jumping like a kangaroo and skipping like a sheep.</li> </ul>	<p>as sieves, whisks, cutters, rolling bins, cutlery, etc.</p> <ul style="list-style-type: none"> <li>• To draw detailed pictures of the natural world with a focus on accuracy and care when drawing.</li> <li>• To continue to develop their pencil grip, with modelling of the tri-pod grip by adults and access to fine and gross motor exercises such as playdough, pop-its, tweezers activities, clay, painting, large brushes, scarves, water and sand play.</li> </ul>	<p>beanbags into hoops. This will allow the children to have opportunities to continue to refine their movement skills and improve their aim, accuracy, co-ordination and agility.</p> <ul style="list-style-type: none"> <li>• To use chalk and paint to ensure big movement skills when creating banners, drawings and inventions on the playground and in the classroom.</li> </ul>
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