

Physical Development in EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	Twinkl, Twinkle, Alex Park	People Who Help Us	Down in the Jungle	In the Garden	Once Upon a Time...
	<p>Personal, Social and Emotional Development Select and use activities and resources. Increasingly follow rules, understanding why they are important.</p> <p>Physical Development Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb - and start to use the stairs independently. Use large and small motor skills to do things</p>	<p>Personal, Social and Emotional Development Select and use activities and resources. Increasingly follow rules, understanding why they are important.</p> <p>Physical Development Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb - and start to use the stairs independently.</p>	<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important.</p> <p>Physical Development Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns</p>	<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Physical Development Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Physical Development Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which</p>	<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Physical Development Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for themselves, or in teams.</p>

	<p>independently. Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress. Start eating independently and learning how to use a knife and fork. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent as they get dressed and undressed.</p> <p>Expressive Arts and Design Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Start taking part in some group activities which they make up themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.</p> <p>Expressive Arts and Design Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Start taking part in some group activities which they make up themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.</p>	<p>they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.</p> <p>Expressive Arts and Design Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.</p> <p>Expressive Arts and Design Respond to what they have heard, expressing their thoughts and feelings.</p>
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	<p>Squiggle While You Wiggle Dough Disco Outdoor play</p>	<p>Squiggle While You Wiggle Dough Disco Outdoor play Bikeability</p>	<p>GetSet4PE Introduction to PE: Unit 1</p> <p>Squiggle While You Wiggle Dough Disco Outdoor play Bikeability</p>	<p>GetSet4PE Dance: Unit 1 GetSet4PE Games: Unit 1</p> <p>Squiggle While You Wiggle Dough Disco Outdoor play Bikeability</p>	<p>GetSet4PE Fundamentals: Unit 1</p> <p>Squiggle While You Wiggle Dough Disco Outdoor play Bikeability</p>	<p>GetSet4PE Gymnastics: Unit 1</p> <p>Squiggle While You Wiggle Dough Disco Outdoor play Bikeability</p>
	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>	<p><i>Encourage children to transfer physical skills learnt in one context to another one.</i></p>
	<p><i>Encourage children to paint.</i></p>	<p><i>Encourage children to paint.</i></p>	<p><i>Encourage children to paint.</i></p>	<p><i>Encourage children to paint.</i></p>	<p><i>Encourage children to paint.</i></p>	<p><i>Encourage children to paint.</i></p>
	<p><i>Lead movement play activities when appropriate.</i></p>	<p><i>Lead movement play activities when appropriate.</i></p>	<p><i>Lead movement play activities when appropriate.</i></p>	<p><i>Lead movement play activities when appropriate.</i></p>	<p><i>Lead movement play activities when appropriate.</i></p>	<p><i>Lead movement play activities when appropriate.</i></p>
	<p><i>Model the vocabulary of movement.</i></p>	<p><i>Model the vocabulary of movement.</i></p>	<p><i>Model the vocabulary of movement.</i></p>	<p><i>Model the vocabulary of movement.</i></p>	<p><i>Model the vocabulary of movement.</i></p>	<p><i>Model the vocabulary of movement.</i></p>
	<p><i>Daily Outdoor play.</i></p> <p><i>Pedal Day.</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p>	<p><i>Encourage children to become more confident, competent, creative and adaptive movers.</i></p>

<p>Explain why safety is an important factor in handling tools and moving equipment and materials.</p> <p>Show children how to use one handed tools.</p> <p>Encourage children by helping them, but leaving them to do the last steps, gradually reduce your help until the child can do each step on their own.</p> <p>Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad, providing child-friendly knives to cut the fruit.</p> <p>Explore the importance of exercise and why we need to be active with the children.</p> <p>Teach the children a selection of active games that they can play together in a large space or outdoor area that the children can then begin to play together independently without adult support.</p>	<p>Daily Outdoor play. P.E lessons. Pedal Day. Explain why safety is an important factor in handling tools and moving equipment and materials. Show children how to use one handed tools. Support children to develop the tripod grip - Pegs to Paper and fine motor activities.</p> <p>Encourage children by helping them, but leaving them to do the last steps, gradually reduce your help until the child can do each step on their own.</p> <p>Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad, providing child-friendly knives to cut the fruit.</p> <p>Explore the importance of exercise and why we need to be active with the children.</p> <p>Teach the children a selection of active games that they can play</p>	<p>Daily Outdoor play. Give children experience of carrying things up and down on different levels.</p> <p>Create low-pressure zones for children to practise movement skills. Model precise vocabulary to describe movement. Pedal Day.</p> <p>Explain why safety is an important factor in handling tools and moving equipment and materials.</p> <p>Show children how to use one handed tools.</p> <p>Support children to develop the tripod grip - Pegs to Paper and fine motor activities.</p> <p>Encourage children by helping them, but leaving them to do the last steps, gradually reduce your help until the child can do each step on their own.</p> <p>Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad,</p>	<p>Daily Outdoor play. Give children experience of carrying things up and down on different levels.</p> <p>Create low-pressure zones for children to practise movement skills. Model precise vocabulary to describe movement. 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Pedal Day.</p> <p>Sports Day.</p> <p>Explain why safety is an important factor in handling tools and moving equipment and materials.</p> <p>Show children how to use one handed tools.</p> <p>Support children to develop the tripod grip - Pegs to Paper and fine motor activities.</p> <p>Encourage children by helping them, but leaving them to do the last steps, gradually reduce your help until the child can do each step on their own.</p> <p>Talk to the children about keeping healthy. Provide a selection of fruits. Work together to make a fruit salad,</p>
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	<p>Provide music that provokes different emotions, such as Offenbach's 'Orpheus in The Underworld' for feelings of excitement or 'Adagio in G Minor' by Albinoni for sadness. Offer large pieces of paper and crayons, encouraging children to use large-muscle movements to make marks in response to the music.</p>	<p>together in a large space or outdoor area that the children can then begin to play together independently without adult support.</p> <p>Add Nursery Rhyme Playdough Mats to your malleable area and encourage the children to sing the nursery rhymes as they create their playdough creations.</p>	<p>providing child-friendly knives to cut the fruit.</p> <p>Pretend the children are taking part in lifeguard training. Place obstacles, including a bench, between the children and the sea (a blue piece of material). The children choose how to move over the obstacles to get to the sea and save someone.</p> <p>Provide the children with red, orange and yellow large outdoor chalks. Can they use them to draw giant flames on a wall outside? Can they then become firefighters and use brushes with water to put out the flames?</p> <p>Set up a building site role-play area using large scale items, such as planks, blocks and crates outside. Add a heavier/bigger item and tell the children the builders need their help to move it. Ask them how they can move it safely from one position to another.</p> <p>Set up your setting as a little town with different</p>	<p>providing child-friendly knives to cut the fruit.</p> <p>Use Jungle Animal Movement Cards to support the development of large movements and gross motor skills. Use actions to imitate different animals while also developing vocabulary using words on the cards.</p> <p>Support children to collaborate with others to manage large items and create a bridge across an imaginary Amazon river.</p> <p>Provide planks, crates and large blocks to move into place. Then, allow children to experiment and decide how they will move across the bridge.</p> <p>Develop fine motor skills by encouraging children to use a pencil with good control and comfortable grip completing fine motor activity sheets.</p> <p>On a rainy day, walk to a wildlife area. Prompt children to get</p>	<p>Tell the children that they are going to be seeds and ask them to crouch down into a small ball. Pretend to water the children with an empty watering can and encourage them to spring up to a tall standing position.</p> <p>Provide bananas and oranges for a snack and talk about how some fruits and vegetables that grow on plants have a skin.</p> <p>Encourage the children to use their fine motor skills to peel the fruits themselves before eating them.</p> <p>Provide a collection of leaves in a tray that children can use for snipping and hole punching.</p> <p>Provide children with children's scissors and single one-handed hole punches and encourage children to practise their cutting skills and develop</p>	<p>providing child-friendly knives to cut the fruit.</p> <p>Under adult supervision, allow the children to use real tools. They could practise hammering nails or sawing small pieces of wood.</p> <p>Challenge the children to work as a team to build a house outside. Provide them with planks of wood, guttering, sticks and large pieces of fabric which they have to transport to the area they have chosen to build their house.</p> <p>Play musical statues with a twist! Once the music stops, the children have to pretend that the wolf is blowing them over and make a pose with their body. Praise the children when they hold their pose.</p> <p>Make a three little pigs themed obstacle course. Place a variety of equipment around your outdoor area, with three different hoops. One containing straw, one with sticks and one with wooden blocks. Can the</p>
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			<p>'buildings' for children to visit. In each 'building', provide a range of dressing-up clothes to represent the people who help us that work there (for example, a police station with police outfits).</p> <p>Encourage children to become increasingly independent as they try on the outfits.</p>	<p>appropriately dressed for a rainforest adventure. Support them to become increasingly independent and be able to put on wellies and zip up coats themselves.</p>	<p>their hand and finger strength.</p> <p>Draw large chalk flower shapes on the ground for children to jump in and out of. You may like to arrange the flowers in a similar way to a hopscotch so that children can explore landing on both one foot and both feet.</p> <p>Help children develop hand strength by asking them to water plants using sponges. Dip sponges into a bucket of water and then squeeze the sponge over the plants.</p> <p>Create flower dancing ribbons by attaching colourful ribbons, artificial flowers and lengths of artificial ivy to curtain ring hoops. Children can move and dance through the outdoor space like flowers or flower fairies.</p> <p>Provide children with opportunities to use garden tools, such as child-sized spades, rakes and garden brooms for digging and tidying a</p>	<p>children collect one item from each hoop as they complete the course?</p> <p>Offer simple ball challenges with a Little Red Riding Hood theme.</p> <p>Have some large containers or hoops each with a different character from the story on. Can children throw balls into the container or hoop for a particular character? Use different-sized balls for different characters, for example, throwing large basketballs into the wolf's container, or smaller tennis balls into Little Red Riding Hood's container.</p> <p>Encourage the children to explore Little Red Riding Hood hand painting.</p> <p>Provide trays or containers of red paint and encourage children to move their fingers or perhaps their hold hand in it. They might create movements that relate to the story, such as skipping, leaping or chopping. Invite them to use both hands and</p>
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					<p><i>digging area. Children can work their upper body and shoulder muscles, which are vital for arm strength and hand development.</i></p> <p><i>Draw large circles on the ground to represent flower heads. Children can use coloured chalks to add petals around the edge of each flower. Can the children make large and small petals?</i></p> <p><i>Children can develop their hand strength by grasping and opening and closing their hand.</i></p> <p><i>Encourage them to pick up handfuls of soil and squeeze in their hands.</i></p>	<p><i>explore the sensory experience.</i></p> <p><i>Invite children to draw a cape for Little Red Riding Hood on red paper or card. Can they cut out the cape and use a hole punch and ribbon to create the fastening? Perhaps they could make a Little Red Riding Hood figure too or attach the cape to a soft toy.</i></p> <p><i>Provide the children with Little Red Riding Hood themed dressing-up clothes including cloaks, waistcoats and nightdresses. Ideally, use dressing-up clothes with different fastenings, including zips, poppers and buttons.</i></p> <p><i>Create a movement game based on the story. Say the name of a character from the story (such as Goldilocks) then an action you want the children to copy when they hear the name. Challenge the children to copy a sequence of two different movements for one of the characters.</i></p>
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						<p><i>Provide the children with a range of materials to practise and develop their cutting skills. For example, brown felt, tissue paper, crepe paper and cardboard. Model and guide the children who are unsure how to use the scissors. The children can then stick the materials they have cut onto a paper plate to create a bear's face collage.</i></p> <p><i>Provide some clothes for teddy bears and a doll for children to explore different types of fastenings.</i></p> <p><i>Hide some small world bears in a tray of porridge. Encourage the children to rescue the bears from the porridge using their fingers, spoons or large tweezers.</i></p>
Key Vocabulary	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools,	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop,	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop,	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop,	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, equipment, ball, bat, beanbag, hoop,	Movement, dance, emotions, music, space, instructions, follow, create, exercise, healthy eating, movement, bodies, safe, space, active tools, ribbons, cut, expression, equipment, ball, bat, beanbag, hoop,

Reception	All About Me	Light and Dark	Journeys	Explorers	Growth	Under the Sea
<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important. Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Continue to develop their movement, for example, balancing, running, riding (scooters) jumping and climbing. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips. Create lines and circles</p>	<p>Personal, Social and Emotional Development Increasingly follow rules, understanding why they are important. Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Continue to develop their movement, for example, balancing, running, riding (scooters) jumping and climbing. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips. Revise and refine the fundamental movement</p>	<p>Personal, Social and Emotional Development Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines,</p>	<p>Personal, Social and Emotional Development Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball</p>	<p>Personal, Social and Emotional Development Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop</p>	<p>Personal, Social and Emotional Development Manage their own needs. - Personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>Physical Development Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-</p>	

<p>pivoting from the shoulder and elbow.</p> <p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop the skills they need to manage the school day</p>	<p>including dance, gymnastics and sport.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,</p>	<p>skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about</p>	<p>overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>ordination and agility. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,</p>
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	<p>successfully: lining up and queuing, meal times.</p> <p>Expressive Arts and Design</p> <p>Respond to what they have heard, expressing their thoughts and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Daily Outdoor play - model areas. Children will explore different ways of moving to be explored with children. Acknowledge and praise their efforts.</i></p> <p><i>Explore constructing buildings and structures using large equipment and natural materials outside.</i></p> <p><i>To follow instructions and play safely as a group.</i></p> <p><i>Lunchtime routine - Children will work</i></p>	<p>sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>Daily Outdoor Play. Gross Motor - Children will take part in cooperation and team games developing the overall body strength, coordination, balance, and agility.</i></p> <p><i>Dance and story related activities in the stage</i></p>	<p>sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>Daily Outdoor Play. Gross Motor - Dance and story related activities in the stage area.</i></p> <p><i>Opportunities for children to develop ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking.</i></p> <p><i>Children will progress towards a more fluent style of moving, with developing control and grace.</i></p>	<p>dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Daily Outdoor Play. Gross Motor -Provide opportunities for children to spin, rock, tilt, fall, slide, and bounce.</i></p> <p><i>Use picture books and other resources to explain the importance of a healthy lifestyle.</i></p> <p><i>Scooters, Pedal Days, and daily outdoor play.</i></p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Daily Outdoor play. Gross Motor - Opportunities for children to move over and under equipment. Encourage children to be highly active.</i></p> <p><i>Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</i></p> <p><i>Opportunities for children to dance and move to music.</i></p> <p><i>Further develop and refine a range of ball</i></p>	<p>sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Daily Outdoor Play. Gross Motor - Demonstrate and introduce races and team games involving gross motor movements and dance related activities.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p><i>Develop overall body-strength, balance, coordination, and agility.</i></p>
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	<p>cooperatively with others and follow daily routines.</p> <p>Pedal Days and daily outdoor play, including the use of scooters.</p> <p>P.E Scheme: Introduction to P.E Unit 1, Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Opportunities in provision will include, threading, cutting, weaving, play dough, manipulate objects, draw lines and circles using gross motor movements, model tripod grip.</p> <p>Children will join in with role-play and story props developing storylines through pretend play. Children will watch and talk about dance, expressing their feelings.</p>	<p>area. Encourage and support children in the climbing area outside.</p> <p>Provide regular reminders about thorough hand washing, lining up, queuing and mealtimes - visuals.</p> <p>Pedal Days and daily outdoor play, including the use of scooters.</p> <p>P.E Scheme: Dance Unit 1</p> <p>Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Fine Motor - Children will continue to develop their small motor skills such as threading, cutting, weaving, playdough.</p> <p>Children will be supported and they will develop muscle tone to put pencil pressure on paper.</p> <p>Children will use tools to effect changes to materials. Children will show preference for dominant hand.</p>	<p>Pedal Days and daily outdoor play including the use of scooters.</p> <p>P.E Scheme: Games Unit 1</p> <p>Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Fine Motor - Threading, cutting, weaving, and playdough. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control.</p> <p>Encourage children to draw freely. Tweezers to pick up small objects e.g. buttons, counters etc.</p>	<p>P.E Scheme: Gymnastics Unit 1</p> <p>Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Fine Motor - Threading, cutting, weaving, and play dough. Children to hold a pencil effectively with a comfortable grip and form recognisable letters, most of which are correctly formed. Listen to a range of music and they will be encouraged to express how it makes them feel - African dancing.</p> <p>Children will develop storylines in their pretend play.</p>	<p>skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Scooters, Pedal Days, and daily outdoor play.</p> <p>P.E Scheme: Fundamentals Unit 1</p> <p>Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Sports Day.</p> <p>Fine Motor - Threading, cutting, weaving and playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Draw a cross.</p>	<p>Scooters, Pedal Days, and daily outdoor play.</p> <p>P.E Scheme: Ball Skills Unit 1</p> <p>Pegs to Paper.</p> <p>Dough Disco.</p> <p>Squiggle Whilst You Wiggle.</p> <p>Fine Motor - Threading, cutting, weaving, playdough.</p> <p>Children to form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle. Develop the foundations of a handwriting style, which is fast, accurate, and efficient.</p>
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		<p><i>Engage children in structured activities: guide them in what to draw, write or copy.</i></p> <p><i>Teach and model correct letter formation.</i></p> <p><i>Panto - children to enjoy a live performance of music, dance and storytelling and say how it makes them feel.</i></p> <p><i>Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings.</i></p>	<p><i>Cutting with Scissors. Building and making.</i></p> <p><i>Children will join in with role-play and story props developing storylines through pretend play - retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings. Chinese dancing - dragon dance.</i></p>	<p><i>Children will watch and talk about dance, expressing their feelings. African dancing.</i></p>	<p><i>Children will develop storylines in their pretend play.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings.</i></p> <p><i>Create own life cycle dance.</i></p>	<p><i>Children will develop storylines in their pretend play.</i></p> <p><i>Children will watch and talk about dance, expressing their feelings.</i></p> <p><i>Create an under the sea dance.</i></p>
Key Vocabulary	<p>Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch,</p>	<p>Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch,</p>	<p>Tripod grip, forwards, balance, backwards, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch,</p>	<p>Forwards, backwards, balance, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise,</p>	<p>Forwards, backwards, balance, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise,</p>	<p>Forwards, backwards, balance, muscles, strong, stable, sideways, co-ordinate, straight, large, top, bottom, upper, lower, left, right, across, together, stretch, fitness, exercise,</p>

	<p>fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, gentle, floppy, gallop, slither, follow, lead copy, rolling, rocking straight, star, curled, shape, land, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, control, expression, , space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>healthy, unhealthy, repeat, practise, physical, next, control Tripod grip, pincer grip, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, sequence, shape, apparatus, jump, land, rocking, rolling, barrel roll, straight roll, around, over, through, determination, control, expression, space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>healthy, unhealthy, repeat, practise, physical, next, control Tripod grip, pincer grip, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, throwing, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, stop, roll, dribble, kick, bounce, catch, tactics, travel, control, expression, space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>	<p>healthy, unhealthy, repeat, practise, physical, next, control Tripod grip, pincer grip, thread, cut, weave, hop, skip, jump, run, throw, catch, climb, step, slope, strong, firm, gentle, heavy, stretch, reach, balance, change direction, strike, communication, co-operation, taking turns, support, encourage, honesty, fair play, tactics, decision-making, travel copy, perform, remember, repeat, direction, level, sequence, pattern, bend, spin, march, circling, pull, hold, freeze, stop, roll, dribble, kick, bounce, catch, tactics, travel, aim, respect, persevere, control, expression, space, balance, spin, clap, start, different, play, jump, hop, bounce, expressive, pattern</p>
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<p>Early Learning Goals By the end of Reception children are expected to:</p>	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					

<p>Mapping Curriculum Objectives How the early learning goals feed into objectives from the Year 1 National Curriculum.</p>	<p>Year 1 National Curriculum Objective</p> <p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.