

Reception Class: Physical

Intent: 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.

Term 1		Term 2	
<p>Fine motor skills</p> <ul style="list-style-type: none"> Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring and construction. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Teach and model correct letter formation. 	<p>Gross motor skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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 – mealtimes <p>Gymnastics/large climbing apparatus Movement Development</p>	<p>Fine motor skills</p> <ul style="list-style-type: none"> Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, clay, laces and large beads for threading, sewing and construction. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Teach and model correct letter formation. 	<p>Gross motor skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: and jumping Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Combine different movements with ease and fluency encouraging through creating obstacle courses through a range movements including crawling, jumping, climbing, running and lying. Develop overall body-strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>Gymnastics/large climbing apparatus Throwing and catching</p>
Term 3		Term 4	
<p>Fine motor skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and small beads for threading, sewing and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Gross motor skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, crawling, jumping, hopping and climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. 	<p>Fine motor skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Gross motor skills</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Combine different movements with ease and fluency encouraging precision and accuracy when beginning and

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	<ul style="list-style-type: none"> Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating obstacle courses through a range of movements including crawling, jumping, climbing, running and lying. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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>Dance Ball skills</p>		<p>ending movements through creating courses through a range of movements including crawling, jumping, climbing, running and lying.</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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>Football Fitness</p>
Term 5 (ELG)		Term 6 (ELG)	
<p>Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing Using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<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 Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day. Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range of movements including crawling, jumping, climbing, running and lying. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing Using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<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 Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day. Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range of movements including crawling, jumping, climbing, running and lying. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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Vocabulary

Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, apparatus