

Gross Motor Skills

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- 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. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

PSHE
Literacy –
Writing
Art
PE
Science

Observational Check Point –							
Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.							
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Can climb stairs using alternate feet</p> <p>Can develop movement (using age appropriate bikes, scooters etc.)</p> <p>Can work with others to manage large items</p>	<p>Can use lots of different ways of moving and travelling appropriately: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Can climb over, under and through obstacles</p> <p>Knows how to move with confidence, imagination & safely.</p> <p>Shows awareness of space and move with control and coordination.</p> <p>Knows how to travel in different ways showing spatial awareness</p> <p>Knows how to change direction whilst travelling</p> <p>Knows how to change speed whilst travelling.</p>	<p>Can throw, kick, pass and catch a large ball with confidence, precision and accuracy.</p> <p>Can use a bat and hit a target by aiming.</p> <p>Can move and use both large and smaller scale equipment (building blocks etc)</p> <p>Can develop my body strength and co-ordination by being highly active every day.</p> <p>Knows how to travel around equipment with coordination and control</p> <p>Knows how to roll, retrieve, throw, catch and bounce a variety of balls and equipment.</p>	<p>Can travel around space and obstacles safely</p> <p>Can show strength, balance and co-ordination in movement</p> <p>Can control a combinations of movements with fluency and ease.</p> <p>Knows how to perform basic core shapes, jump, balance, roll safely in gymnastics.</p> <p>Knows how to investigate changes in level, shape and speed within dance.</p> <p>Knows how to apply the skills I have learnt to create a performance.</p>	<p>Handle equipment effectively. Move confidently in a range of ways.</p> <p>Show good control and co-ordination in small and large movements.</p> <p>Explore space and how to use space safely.</p> <p>Explore travelling movements, shapes and balances.</p> <p>Copy, repeat and remember actions.</p> <p>Move with increasing control and awareness of space.</p> <p>Begin to hold balances for a short period of time.</p> <p>Begin to use apparatus safely.</p> <p>Move confidently in a range of ways.</p> <p>Handle equipment effectively.</p> <p>Work safely and develop running and stopping.</p> <p>Develop throwing and learn how to keep score.</p> <p>Follow instructions and move safely when playing tagging games.</p> <p>Play games showing an understanding of the different roles within it.</p> <p>Work cooperatively and learn to take turns.</p> <p>Work with others to play team games.</p> <p>Begin to throw and push a ball.</p> <p>Begin to catch larger balls and items.</p> <p>Develop accuracy when throwing to a target.</p> <p>Bounce and catch a ball.</p> <p>Develop accuracy when throwing to a target.</p> <p>Develop throwing and catching with a partner.</p> <p>Roll a ball to a target. Stop a rolling ball.</p> <p>Develop dribbling a ball with feet. Kick a ball.</p> <p>Develop rolling and tracking a ball.</p> <p>Dribble with hands.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Carry and place equipment safely.</p> <p>Pass the ball to another player in a game.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform skills with some control.</p> <p>Show good posture and balance.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction.</p> <p>Use hitting skills in a game.</p> <p>Practice basic striking, sending and receiving.</p> <p>Travel with a ball in different directions.</p> <p>Vary their pace and speed when running.</p> <p>Begin to move with control and care.</p> <p>Run with a basic technique over different distances.</p> <p>Jog in a straight line.</p> <p>Vary the speed of their actions.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Travel in different ways.</p> <p>Move around, under, over and through different objects and equipment.</p>	<p>Vary the speed of their actions.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Explore pathways.</p> <p>Explore travelling actions, movement skills and balances.</p> <p>Use my body to create theme related shapes.</p> <p>Travel safely and creatively in space.</p> <p>Link two or more actions to make a sequence.</p> <p>Develop technique in the barrel, straight and forward roll and shape jumps.</p> <p>Move with control and have awareness of space.</p> <p>Hold balances.</p> <p>Use apparatus safely.</p> <p>Vary the pace and speed while running.</p> <p>Change direction when running.</p> <p>Run in a straight line using correct technique.</p> <p>Run at different speeds.</p> <p>Experiment with different types of jumps and landing.</p> <p>Explore hopping, jumping and leaping for distance and develop balance whilst landing.</p> <p>Co-ordinate movement to throw towards a target.</p> <p>Developing technique to throw for distance.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show balance and co-ordination when changing direction.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Begin to dribble a ball with my hands and feet.</p> <p>Send and receive a ball.</p> <p>Find space.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Stay with another player when defending.</p> <p>Throw and push a ball in a variety of ways.</p> <p>Sometimes catch a beanbag and a medium-sized ball.</p> <p>Track balls and other equipment.</p> <p>Throw and hit a ball in a variety of ways.</p> <p>Throw underarm and overarm.</p> <p>Sometimes catch a beanbag and a medium-sized ball.</p> <p>Use rolling skills in a modified game.</p> <p>Pass a ball to a partner over a variety of distances.</p> <p>Strike a stationary ball with some control.</p> <p>Move a ball in different ways, including bouncing and kicking and using equipment to move a ball.</p> <p>Stop a medium-sized ball with some consistency</p> <p>Track a ball</p>

Physical Development – Prime Area

Fine Motor Skills- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Observational Check Point – Observation Checkpoint Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.							
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Can move and rotate their wrists independently.</p> <p>Can move and rotate their arms independently.</p> <p>Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.</p> <p>Show a preference for a dominant hand with a comfortable pencil grip.</p> <p>Draw a picture with lines and circles.</p>	<p>Show good pencil control when mark making and drawing</p> <p>Use cutlery and other one handed equipment including paintbrushes, knives, forks and spoons.</p> <p>Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco'</p> <p>Begin to secure the correct seating position Pencil Grip</p> <p>Tracing patterns. Letters: c, a, o, d, g, q, e, s, Letters: l, i, t, u, Learn to write name (copy)</p>	<p>Use their core muscle strength to have good posture when sitting at a table to write.</p> <p>Hold a pencil in a tripod grip</p> <p>Use scissors.</p> <p>Letters: r, b, n, h, m, k, p Letters: v, w, x, z More complex letters: f, j, y correctly including the correct directionality. Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning.</p>	<p>Hold a pencil effectively (tripod).</p> <p>Use a range of tools e.g. scissors.</p> <p>Draw and write with accuracy and control using a pencil.</p> <p>Correctly form lower case letters including the correct directionality.</p> <p>Letters: c, a, o, d, g, q, e, s, Letters: l, i, t, u, Letters: r, b, n, h, m, k, Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities oe, re, ve, we</p>	<p>Children are able to hold a pencil in an effective grip.</p> <p>Children confidently use a range of tools correctly and with increasing accuracy.</p> <p>Children can correctly form all lower case letters with the correct directionality.</p> <p>Use mark making tools, fingers, hands, chalk, pens and pencils. Hold different tools correctly. Use and begin to control a range of materials. Draw on different surfaces. Produce lines of different thickness. Produce different patterns and textures from observations and imagination. Build on fine motor skills and hand and eye coordination through drawing. Cut shapes using scissors and other modelling tools.</p>	<p>Hold a pencil effectively in preparation for writing (nearly always tripod grip)</p> <p>Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>Begin to show accuracy and care when drawing</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.</p> <p>To form capital letters consistently and accurately.</p> <p>Draw basic lines and shapes with increasing control to represent an observation or simple design idea.</p> <p>Draw at an appropriate size and scale. Use pencil pressure to create lighters and darker tones. Paint basic lines and shapes with some control to represent an observation.</p>	<p>Integrate the teaching of capital letters alongside the lower case letters. OR Letters: r, b, n, h, m, k, p R,B,N,M,K,P ZM Letters: v, w, x, V,W,X,Z More complex letters: f, j, y F,J,Y Recap of capital letters/ teach the first join ca, ci, co, cu, ia, im, L,I,T,U in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P F,J,Y Learn to write surname independently ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp mp, np, ug, up Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Draw on different surfaces with a range of materials. Explore the use of line, shape and colour. Begin to know how to control lines to create simple drawings from observation. Begin to know how to control the types of tools used to make marks through techniques such as hatching, scribbling and dotting. Sketch thinking about the size of the object. Sketch simple shapes for objects. Position objects or a group of objects on a piece of paper. Begin to show control over the types of marks made with a paint brush. Use tools and equipment</p>
Health and Well Being							
<p>Wash their hands after they have been to the toilet.</p> <p>Wash my hands before they have something to eat.</p>	<p>Make healthy eating choices independently.</p> <p>Talk about why we need to be healthy.</p> <p>Line up in a sensible manner to move around the school in the correct way.</p> <p>Knows how to recognise the changes that happen in their bodies when active.</p>	<p>Talk about and understand why we need to brush our teeth.</p> <p>Successfully brush my teeth for 2 minutes independently.</p> <p>Make the correct choices with how long they spend looking at a screen and talk about their reasons.</p>	<p>Understand what they need to be a good pedestrian and keep safe on the roads.</p> <p>Talk about how and why they need to sleep. They can talk about the factors that happen when they do not get enough sleep.</p>	<p>Begin to describe how the body feels before, during and after an activity.</p>		<p>What keeping healthy means; different ways to keep healthy. Foods that support good health and the risks of eating too much sugar. How physical activity helps us to stay healthy; and ways to be physically active every day. Why sleep is important and different ways to rest and relax. Simple hygiene routines that can stop germs from spreading. Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Different ways to learn and play; recognising the importance of knowing when to take a break from online or TV. The people who help us to stay physically active. Describe how the body feels before, during and after exercise. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Describe how the body feels before, during and after an activity.</p>