

Physical Development Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Physical Development:

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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/Interests	<ul style="list-style-type: none"> • <i>My new school</i> • <i>How have I changed?</i> • <i>My Family and where I live</i> 	<ul style="list-style-type: none"> • <i>Autumn</i> • <i>Space travel and the solar system</i> • <i>Light & Dark</i> • <i>Celebrations</i> 	<ul style="list-style-type: none"> • <i>Winter</i> • <i>Polar Regions</i> • <i>Climate</i> • <i>Customs around the world</i> 	<ul style="list-style-type: none"> • <i>Spring</i> • <i>People who help us</i> • <i>Florence Nightingale and Mary Seacole</i> • <i>Keeping ourselves safe</i> 	<ul style="list-style-type: none"> • <i>Farming</i> • <i>Food from around the world</i> • <i>Life cycles</i> • <i>Habitats</i> 	<ul style="list-style-type: none"> • <i>Summer</i> • <i>Forest environment</i> • <i>The great outdoors</i> • <i>Andy Goldsworthy</i>
Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Fire service visit	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day , Sports Day, Transition, Assessment
The Reception Year provides the foundation for physical skills children will build upon in Year one.	<p>The National Curriculum (2014) states that...</p> <p>Children should 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. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.</p> <p><i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i></p>					

In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use [a range of strokes](#) effectively. Perform safe self-rescue in different water-based situations.
















Physical Development - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) Develop a good pencil grip ready for Year 1 writing expectations. 					
Development Matters (2021) Guidance Intent Vocabulary Implementation	<p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p> <p>Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired.</p> <p>Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.</p>	<p>Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety.</p> <p>Planned lessons, guided discussions and continuous provision based around keeping healthy through a range of factors.</p>	<p>Children will combine different movements with ease and fluency.</p> <p>Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.</p> <p>P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks.</p> <p>Children having daily access to a range of large and small apparatus both indoors and outdoors.</p>

<p>Gross Motor Development</p> <p>Intent Vocabulary Implementation</p>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play</p>	<p>Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>
<p>PE HUB</p>	<p>Unit 1 Speed Agility Travel Unit 1 Body Management</p>	<p>Unit 1 Gymnastics Unit 1 Dance</p>	<p>Unit 2 Dance Unit 1 Manipulation and Coordination</p>	<p>Unit 2 Gymnastics Unit 2 Speed Agility Travel</p>	<p>Unit 2 Body Management Athletics</p>	<p>Unit 2 Manipulation and Coordination Unit 1 Cooperate and Solve Problems</p>

<p>Fine Motor development</p> <p>Intent Vocabulary Implementation</p>	<p>Children using pencils and other equipment comfortably for them.</p> <p>Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Children continuing to develop their fine motor skills.</p> <p>Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.</p>	<p>Developing an effective pencil grip.</p> <p>Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools.</p> <p>Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children using the tripod grip.</p> <p>Using a range of small tools.</p> <p>Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>
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Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
		  <p>the high index</p>	  <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>		 <p>the lateral tripod</p>	 
<p>Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines</p>	<p>Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>							<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips.</p>	

Light scribbles can be drawn.	are able to be copied.			This is the ideal grip to move the pencil accurately.
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