

Curriculum Overview- Physical Development- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PD- Gross motor skills	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Using new equipment confidently such as large blocks, planks, poles, crates, wheelbarrows, bikes, trolleys and large woodland kitchen tools. • Plant bulbs. • Sweep the leaves in the outdoor area using strength from the shoulder muscles and support from the finger/hand muscles. • Use the climbing frame and balancing equipment with increased confidence. • Uses brain gym to support co-ordination. 	<ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Make and balance on a Burglar Bill obstacle course. • Daily brain gym movements for carpet sessions. • Use the Maths equipment outdoors. • Make a snowman. 	<ul style="list-style-type: none"> • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<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. 	<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.
PD- Fine motor skills	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Uses simple tools to effect changes to materials • Creates lines and circles pivoting from the shoulder and elbow • Using playdough/clay and tools. • Filling and emptying in the sand and water area. • Use tools to support finger strength. 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Uses simple tools to effect changes to materials- scissor disco sessions- using split pins and a hole punch for a Christmas themed activity. • Begins to form recognisable letters independently • Creates lines and circles pivoting from the shoulder and elbow • Begins to use anticlockwise movement and retrace vertical lines • Observational drawing of teeth model. • Using powder paint steps with control. • Cleaning the teeth model. • Collecting autumnal objects in the school grounds and making models. • Making leaf men. 	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to form recognisable letters independently • Begins to use anticlockwise movement and retrace vertical lines • To use effective fine motor control when taking part in observational drawing. 	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to form recognisable letters independently 	<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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • Handles tools, objects, construction and malleable materials safely and with increasing control and intention 	<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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

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Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as birthdays, weddings and religious festivals. changes in the weather.	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.
Celebrations and experiences	Halloween	Diwali Bonfire night Children in need Remembrance day Christmas	Valentines day Lunar new year	World book day Mothers day Pancake day Easter	Ramadhan Eid	Fathers day Sports day Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear's picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Gross Motor	<u>Milestone 1</u> Walk to the lunch hall in the senior phase.	<u>Milestone 2</u> Obstacle course based on Burglar Bill.	<u>Milestone 3</u> Set the rocket off for our space journey by throwing a bean bag/ball into the starter point	<u>Milestone 4</u> Use wheelbarrows, jerry cans, sack cart to transport plant equipment. I will create vegetable soup in the large pots.	<u>Milestone 5</u> Pretend to be minibeast and move around the outdoor area/field, negotiating obstacles.	<u>Milestone 6</u> Create a dance in celebration of the Three Billy Goats getting the fresh green grass.
Curricular Milestones Fine Motor	<u>Milestone 1</u> Make an Autumn themed playdough model by creating our own playdough and collecting Autumnal objects independently.	<u>Milestone 2</u> Have scissor disco sessions.	<u>Milestone 3</u> I can use tweezers to catch stars. I will show good co-ordination and strength in my fingers.	<u>Milestone 4</u> Use the powder paint steps independently to create a plant painting.	<u>Milestone 5</u> Make a bug hotel.	<u>Milestone 6</u> Observational drawing on the chosen farm animal.
Gross Motor	<ul style="list-style-type: none"> ▪ To move safely in a space ▪ To stop safely ▪ To develop control when using equipment ▪ To follow a path and take turns 	<ul style="list-style-type: none"> ▪ To balance ▪ To run and stop ▪ To change direction ▪ To jump ▪ To hop ▪ To explore different ways to travel using 	<ul style="list-style-type: none"> ▪ To roll and track a ball ▪ To develop accuracy when throwing to a target ▪ To dribble using hands 	<ul style="list-style-type: none"> ▪ To create short sequences using shapes, balances and travelling actions ▪ To balance and safely use apparatus ▪ To jump and land safely from a height ▪ To develop rocking and rolling 	<ul style="list-style-type: none"> ▪ To use counting to help to stay in time with the music when copying and creating actions ▪ To move safely with 	<ul style="list-style-type: none"> ▪ To develop accuracy when throwing and practise keeping score ▪ To follow instructions and move safely when






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	<ul style="list-style-type: none"> To work cooperatively with a partner To carry holding equipment To use wheelbarrows, jerry cans, blocks, planks, poles, crates with control. 	<ul style="list-style-type: none"> To use shoulder strength to climb the climbing frame. 	<ul style="list-style-type: none"> To throw and catch with a partner To dribble a ball using feet To kick a ball to a target 	<ul style="list-style-type: none"> To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus 	<p>confidence and imagination, communicating ideas through movement</p> <ul style="list-style-type: none"> To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes 	<p>playing tagging games</p> <ul style="list-style-type: none"> To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team
Fine Motor	<ul style="list-style-type: none"> To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools 	<ul style="list-style-type: none"> To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using 	<ul style="list-style-type: none"> To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads 	<ul style="list-style-type: none"> To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver 	<ul style="list-style-type: none"> To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes 	<ul style="list-style-type: none"> To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out

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	<ul style="list-style-type: none"> ▪ To use tweezer to transfer objects ▪ To thread large beads To use large pegs To begin to copy letters ▪ To hold scissors correctly and make snips in paper ▪ To hold a fork and spoon correctly 	<p>mark making tools</p> <ul style="list-style-type: none"> ▪ To accurately draw lines, circles and shapes to draw pictures ▪ To write taught letters using correct formation ▪ To begin to hold a knife correctly and use to cut food with support ▪ To use tap and pin 	<ul style="list-style-type: none"> ▪ To use small pegs ▪ To write taught letters using correct formation ▪ To use a hammer and saw 			<ul style="list-style-type: none"> ▪ To independently use a knife, fork and spoon to eat a range of meals
Master classes	<p>Introduction to the areas/ What tidy looks like/ finding your name on your peg and tray/ hanging your coat on the peg/ how we use the toilets and wash our hands/ Carpet spaces/ Class rules and routines/ Using the visual timetable/ What are our aspire Values/ Achievement points/ Model using role play area Bakery/ Inventing a story using small world and block play/ Children are introduced to the worry monster.</p>	<p>Children access the feelings area independently. They use their mini- me's to self register. Model using role play area Police Station. Mixing powder paint. Clearing up after we have painted. How we join materials. Using a hole punch (BB mask) Inventing a story using small world and block play.</p>	<p>Making green Design before making Model using role play area Space station. Inventing a story using small world and block play. Begin to use more enhancements in the painting area. Using new construction equipment (upscaled provision)</p>	<p>Observational drawings of daffodils Model using role play area Garden Centre. Inventing a story using small world and block play. Begin to paint using inspiration and more accurate representations. Different ways of joining.</p>	<p>Model using role play area. Inventing a story using small world and block play. Begin to use wood work area outdoors. Butterfly life cycle and care.</p>	<p>Model using role play area. Inventing a story using small world and block play. Discussing our worries for Year 1. Writing questions to our Year 1 teacher.</p>
Hooks for learning	<p>The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.</p>	<p>Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.</p>	<p>Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.</p>	<p>Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!</p>	<p>Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.</p>	<p>Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.</p>

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Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
Jigsaw coverage	<p><u>Being Me In MY World</u></p> Wk 1 Help others to feel welcome WK 2 Try to make our school community a better place Wk3 Think about everyone's right to learn Wk 4 Care about other people's feelings Wk 5 Work well with others WK 6 Choose to follow the Learning Charter	<p><u>Celebrating differences.</u></p> Wk 1 What am I good at? WK 2 I'm Special, I'm me! Wk3 Families Wk 4 Houses and homes Wk 5 Making friends WK 6 Standing up for yourself!	<p><u>Dreams and Goals.</u></p> Wk 1 Challenge WK 2 Never give up! Wk3 Setting a goal Wk 4 obstacles and support Wk 5 Flight to the future WK 6 Footprint awards. Wk7- What makes a good helper?	<p><u>Healthy me!</u></p> Wk 1 Everybody's body WK 2 We like to move it, move it Wk3 Food glorious food Wk 4 Sweet dreams Wk 5 Keeping clean WK Stranger Danger	<p><u>Relationships</u></p> My family and me Make friends make friend never ever break friends part 1 and 2. Falling out and bullying part 1 and 2 Being the best friends we can be.	<p><u>Changing me</u></p> My Body Respecting my body Growing up Fun and fears part 1 and 2. Celebration
Sustain and Shared thinking	We promote a language rich through good quality interactions. Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.
Enabling environment	   					



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STATUTORY EDUCATIONAL PROGRAMME: 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.