

## Curriculum Objective

### Gross Motor

- 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.

## Links Across the Curriculum

Geography—building sandcastle and digging in the sand, walking around the local area to identify simple features e.g. house, shops, roads. Children have explored the school environment. / History— in forest school learning and managing a small fire / Music—number and action songs e.g. five little ducks, exploring rhythm e.g. tap, tap, clap and pulse of music. Children moving and clapping to repeated rhymes songs e.g. Nativity and concert. / P.E— large balls with feet, racket and ball with hands, locomotion—jumping in different ways safely, how to use our body, exploring running and different techniques of moving, walking at different levels, speeds and lengths / PSHE—understand why exercise is good and how it helps you to stay healthy / Forest Schools— move and explore outdoors, experience of planting and growing, touch and build using different materials, use of tools / Science—experiments e.g. floating and sinking test e.g. lifting out water, material exploring e.g. bending, stretching etc.

## Components Autumn Term

## Supported through...

Developing their balancing skills to move along balance beams.

Beginning to use scooters, bikes and trikes correctly and begin to use peddles to move.

Beginning to throw a large ball in an intended direction more accurately.

Begin to catch a large ball when it is thrown to them by an adult, two handed.

Confidently go up and down steps and stairs and begin to use alternative feet.

Explore apparatus beginning to use their bodies in a variety of ways including going under and over.

Begin to transport themselves in different ways like skipping.

Begin to jump using two feet on the floor and off of a low step.

Hold a pose for a short period.

Start taking part in some group activities which have teams.

To copy and remember a short sequences of movements like clap clap, tap.

To hold and carry a tray of light items for a short distance.

Can stand momentarily on one foot with support.

Develop an understanding of their own abilities and match it to a task.

Develop their core muscles to be able to sit crossed legged on the carpet.

Move their bodies in a variety of ways to complete a task like putting on their coat or go to the toilet.

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment
- Stairs in school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Curriculum Enrichment (sports and dance lessons)
- Large construction to build
- Mindfulness sessions
- Managing their environment through moving chairs, boxes and furniture.
- Forest schools
- Phase 1 phonics carpet sessions.
- Giant chalking
- Dough gym

Walk in a straight line, following a peer in a set direction.

Begin to build strength to open and hold doors and use taps.

Carry objects for themselves, like water bottles and book bags.

Be able to move around the classroom and access equipment safely.

## Components Spring Term

Able to use their core muscles strength to achieve a good posture sitting on the carpet.

Show more confidence in balancing in different situations.

Use the peddles to move a bike or trike and use their bodies to steer.

Throw and catch a larger variety of balls.

Use equipment with balls like rackets.

Develop their ability to manipulate and control a ball through kicking and hitting a target.

Be more confident in using physical equipment and use through knowledge of their own bodies to move safely.

Be more confident to jump two footed off of equipment from greater heights.

Be able to control their body and stay still for a longer period of time.

Can play a simple game in small teams with support.

Can copy, remember and repeat more complex sequences of actions.

Show more control in standing on one foot and also begin to transport themselves through hopping.

Be able to sit in the same position for longer periods.

Continue to develop their strength to freely move around school, opening and holding doors.

## Supported through...

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment
- Stairs in school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Curriculum Enrichment (sports and dance lessons)
- Large construction to build
- Mindfulness sessions
- Managing their environment through moving chairs, boxes and furniture.
- Forest schools
- Giant chalking
- Carpet session teaching
- Dough gym

Transport heavier objects and understand they might need a friend to help them move heavier objects.

Develop understanding around how to use their bodies to support peers when completing a joint task.

## Components Summer Term

## Supported through...

Revise and refine the fundamental movement skills they have already acquired: rolling - crawling walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport

Negotiate space and objects safely with understanding of their own abilities and awareness of others.

Shows confidence in moving energetically in the different ways they have developed to use their bodies.

Use bike, scooter and bike confidently, remembering to negotiate objects and peers.

Can copy, remember and repeat more complex sequences of actions, like dances routines.

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment
- Stairs in school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Curriculum Enrichment (sports and dance lessons)
- Large construction to build
- Mindfulness sessions
- Managing their environment through moving chairs, boxes and furniture.
- Forest schools
- Giant chalking
- Carpet session teaching

# Physical Development: Fine motor skills

## Curriculum Objective

### Fine motor

- 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.

## Links Across the Curriculum

Art and Design—children to create different pieces of art e.g. paintings, drawing etc. be able to choose and select appropriate tools, drawing different types of lines, draw and paint a place from observation or imagination / Design and Technology—children to develop accurate cutting skills, experience using different tools e.g. planting, food preparation / Music—number and action songs e.g. five little ducks / RE—turning pages in a festival or celebration book / Forest Schools— leaf threading, material rubbing e.g. bark rubbing.

## Components Autumn Term

## Supported through...

Begin to understand what tools to use for specific activities e.g. scissors to cut, fork and knives to eat with it.

To develop holding small tools comfortably and correctly. E.g. pencils, paintbrushes, scissors, knives, forks and spoons.

Shows preference of dominant hand.

Beginning to attempts to use tripod grip.

Beginning to trace straight, zig-zag and curved lines.

Beginning to cut straight, zig-zag and curved lines.

To develop finger strength by squeezing pegs and tweezers.

Developing drawing , representing recognisable objects or shapes.

Accurately picking out single objects from a group with fingers.

Picking out single objects from a group with tweezers.

To turn single pages in a book accurately.

With greater independence zip and unzip clothing.

- Dough gym
- Playdough activities
- Hand exercise
- Lunch time using cutlery
- Holding pencil activity—tracing the lines
- Cutting along the lines
- Drawing around shapes
- Creative table activities and resources in provision
- Writing area and equipment in provision
- Daily writing activities
- Use of tablets and IWB
- Threading activities
- Tweezer activities
- Peg squeezing activity
- Pencil control activities

## Components Spring Term

## Supported through...

Developing a comfortable tripod pencil grip.

Developing the foundations of a handwriting style.

Using scissors to cut around shapes.

With support use split pins.

Developing dexterity for threading small items.

Confidently move small objects from one place to another using different techniques.

Confidently selecting tools appropriate for the task.

More confidently drawing, representing recognisable objects or shapes

More independently zip and unzip clothing.

- Dough gym
- Playdough activities
- Hand exercise
- Lunch time using cutlery
- Holding pencil activity—tracing the lines
- Cutting along the lines
- Drawing around shapes
- Creative table activities and resources in provision
- Writing area and equipment in provision
- Daily writing activities
- Use of tablets and IWB
- Threading activities
- Tweezer activities
- Peg squeezing activity
- Pencil control activities
- Observational drawings

## Components Summer Term

## Supported through...

Holding a pencil effectively in preparation for fluent, accurately and efficient writing.

Mostly using the tripod grip in almost all cases.

Showing greater care and accuracy when drawing.

Using scissors to cut around more complex shapes.


Confidently using small tools such as scissors, paintbrush and cutlery accurately.

- Dough gym
- Playdough activities
- Hand exercise
- Lunch time using cutlery
- Holding pencil activity—tracing the lines
- Cutting along the lines
- Drawing around shapes
- Creative table activities and resources in provision
- Writing area and equipment in provision
- Daily writing activities
- Use of tablets and IWB
- Threading activities
- Tweezer activities
- Peg squeezing activity
- Pencil control activities
- Observational drawings

Vocabulary		
Autumn	Spring	Summer
Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, football, dribble, goal, cones	Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, dominant hand, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, dominant hand and foot, racket, tennis ball, swing, bounce, cones,	Paintbrush, colouring pencils, felt tip, scissors, glue stick, stick, cut, fold, peel, put together, variety of lines, play dough—squeeze, twist, roll, mould, pinch etc. playdough equipment e.g. rolling pin, dominant hand, balance, stretch, find space, warm up, cutlery, left, right, pincer grip, tri-pod grip, whole hand grasp, roll, walk, run, skip, crawl, jump, hop and climb, fast and slow, big and small, scrunch, tall, tip toe, dominant hand and foot, racket, tennis ball, bounce, cones, athletics, locomotion, speed, distance, bent knees, leap, safe landing, agility, technique, measure, levels, race walking, route

### Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Children will have planted different flowers and vegetables themselves and will have watered them.
PE	Children will learn different ways of pushing, rolling and bouncing a ball.  Children will learn how to throw underarm, throw overarm and catch small balls / beanbags.  Children will learn how to jump safely, run and negotiate space.
Art	Children will have used playdough throughout the year and will have improved their motor skills when manipulating. Children will be able to roll, squash, twist, pull dough.  To draw different types of lines including thick, thin, zigzag, bumpy, curvy or dotted. Choose appropriate tool to draw with.  Children will be able to use logs, twigs, pebbles, sand and mud to create 2-D and 3-D art.  To draw or paint a place from observation or imagination.
DT	Children will have the opportunities to draw and design things.  Children will continue to develop the accuracy of their cutting skills. Children will continue to be able to self select a wider variety / different materials to create with. Children will experience different or more challenging tools e.g. hammers. Children will also access tools in different settings such as during Forest School sessions.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
<p>Hold a pencil effectively using a tripod grip</p> <p>Negotiating space and obstacles safely with consideration of themselves and others</p> <p>Demonstrate strength, balance and coordination</p> <p>Moving effectively in a variety of ways</p> <p>Performs different songs and dances</p> <p>Moves in time with the music</p> <p>Using a range of tools confidently</p>	<div> <div> <div>P.E lessons / C.E lessons - dance / Visitors in for assembly / cooking / learning about growth through planting e.g. sunflower seeds / creating art work linked to learning e.g. enormous turnip</div> <div> <div>Character Traits</div> <div> <div>Curiosity</div> <div>Resilient</div> <div>Ambitious</div> <div>Kind</div> <div>Articulate</div> <div>Respectful</div> </div> </div> </div> </div>	<p>Making Gingerbread man—WOW session visit from the little old lady.</p> <p>Use of resources and equipment—e.g. flicking paint to create a Holi picture</p> <p>Junk modelling—transport</p> <p>Local artist visit</p> <p>Sports day</p>	<p>Piet Mondrian</p> <p>Vincent van Gogh</p> <p>Culture dances with related music.</p> <p>Access to a variety of different musical instruments, e.g. African drums, etc.</p> <p>Showing sports people</p> <div>  </div>