

Physical Development: Gross motor

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—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, weights and capacity, length and height (plants knowledge), spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday / outdoor area—looking at 2D and some 3D shapes in the natural environment

Components Autumn Term

Supported through...

Beginning to learn to balance using arms out and with some support.

Beginning to develop their movement skills.

Beginning to develop their riding skills.

Beginning to exploring throwing a large ball.

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

Beginning to climb up apparatus with support.

Beginning to skip, hop, stand on one leg.

Beginning to hold a pose for a short period.

With support take part in some group activities which have teams.

With support use and remember sequences and patterns of movements which are related to music and rhythm.

Beginning to hold small item from one place to another.

Beginning to match their physical skill to particular task and activities. E.g. decide whether to crawl, walk or run on a plank.

Beginning to build core strength and sit on carpet with legs crossed.

Developing to navigate around the classroom safely.

Beginning to walk in a straight line with adults and peers to support

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment, climbing frame
- Walking around school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Large construction to build
- Managing their environment through moving chairs, boxes and furniture.
- Song with actions
- Giant chalking
- Dough gym
- Putting and taking coats off when they come in and when we go outside to play.- show children the right way to do this
- Use a spade to enlarge a small hole they dug with a trowel.
- Using scissors to make little snips on paper
- Gaining more control in holding a pencil—adult led
- Imitates drawing simple shapes, e.g. circle
- Practice name writing
- Use paintbrushes to make lines and dots
- Phonics session/ nursery rhymes
- Reading corner—looking at books

Components Spring Term

Supported through...

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

Becoming more confidence in balancing in different situations and on one leg.

Developing more control throwing a ball.

Beginning to throw and catch a larger variety of balls.

More able to mount stairs with minimal support.

More able to go up and down steps with minimal support.

More able to climb apparatus with minimal support.

Developing more confidence in using physical equipment and through knowledge of their own bodies to move safely.

Building confidence to jump two footed off of equipment from small heights.

Frequently matching their physical skill to particular task and activities. E.G. decide whether to crawl, walk or run on a plank.

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

Use one hand tools and equipment with some support.

Sitting on the carpet more comfortably.

Beginning to take part in some group activities, which are made up themselves, or in teams.

Collaborating with others to manage large items, such as moving a long plank safely with support.

Use and remember sequences and patterns of movements which are related to music and rhythm with support

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment, climbing frame
- Walking around school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Large construction to build
- Managing their environment through moving chairs, boxes and furniture.
- Song with actions
- Giant chalking
- Dough gym
- Putting and taking coats off when they come in and when we go outside to play.- show children the right way to do this
- Use a spade to enlarge a small hole they dug with a trowel.
- Using scissors to make little snips on paper
- Gaining more control in holding a pencil—adult led
- Imitates drawing simple shapes, e.g. circle
- Practice name writing
- Use paintbrushes to make lines and dots
- Phonics session/ nursery rhymes
- Reading corner—looking at books

Components Summer Term

Supported through...

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

More confidently balancing in different situations and on one leg.

Confidently throwing a ball with some control.

Developing throwing and catching a larger variety of balls more accurately.

Confidently mounting stairs.

Confidently going up and down steps.

Confidently climbing apparatus.

Confidently using physical equipment and through knowledge of their own bodies to move safely.

More confident to jump two footed off of equipment from small heights.

Mostly matching their physical skill to particular task and activities. E.G. decide whether to crawl, walk or run on a plank.

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

Use one hand tools and equipment with greater control and accuracy.

Sitting on the carpet more comfortably and for longer periods. (5 minutes)

Taking part in some group activities, which are made up themselves, or in teams.

Collaborating with others to manage large items, such as moving a long plank safely

Use and remember sequences and patterns of movements which are related to music and rhythm.

- Outdoor provision e.g. bikes, scooters, balls, balance boards, obstacle course, sports equipment, climbing frame
- Walking around school
- Musical statue games
- Mark making activities
- Big moves
- Kimbles
- PE lessons
- Large construction to build
- Managing their environment through moving chairs, boxes and furniture.
- Song with actions
- Giant chalking
- Dough gym
- Putting and taking coats off when they come in and when we go outside to play.- show children the right way to do this
- Use a spade to enlarge a small hole they dug with a trowel.
- Using scissors to make little snips on paper
- Gaining more control in holding a pencil—adult led
- Imitates drawing simple shapes, e.g. circle
- Practice name writing
- Use paintbrushes to make lines and dots
- Phonics session/ nursery rhymes
- Reading corner—looking at books

Physical Development: Fine motor

Curriculum Objective		Links Across the Curriculum			
<p>Fine motor</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, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.		<p>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</p>			
Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
With support, explore what tools to use for specific activities e.g. scissors to cut, spade to dig.	<ul style="list-style-type: none">• 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	With support, beginning to understand what some tools to use for specific activities e.g. scissors to cut, spade to dig.	<ul style="list-style-type: none">• Dough gym• Playdough activities• Hand exercise• Holding pencil activity—pencil control• 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	Begin to understand what some tools to use for specific activities e.g. scissors to cut, spade to dig.	<ul style="list-style-type: none">• Dough gym• Playdough activities• Hand exercise• 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
With support, attempting to use tripod grip.		Beginning to attempts to use tripod grip with some support.		Beginning to attempts to use tripod grip more independently.	
Early stages of showing a preference for a dominant hand.		Beginning to show a preference for a dominant hand.		To use a comfortable grip with good control when holding pens and pencils.	
Exploring to trace straight, zig-zag and curved lines with support.		Exploring to trace straight, zig-zag and curved lines with minimal support.		Shows preference for a dominant hand.	
Exploring to cut straight, zig-zag and curved lines with support.		Exploring to cut straight, zig-zag and curved lines with minimal support.		Beginning to trace straight, zig-zag and curved lines with minimal support.	
To build finger strength by squeezing dough, pegs and tweezers.		To build finger strength by squeezing dough, pegs and tweezers.		Beginning to cut straight, zig-zag and curved lines with minimal support.	
With support beginning to pick out single objects from a group with fingers.		Beginning to draw shapes. E.g. circles, squares, triangles		To build finger strength by squeezing pegs and tweezers.	
With support beginning to pick out single objects from a group with tweezers.		With support picking out single objects from a group with fingers.		Simple drawings representing recognisable objects or shapes. E.g. square for a house.	
Picking up a book and flicking pages.		With support picking out single objects from a group with tweezers.		With greater accuracy picking out single objects from a group with fingers.	
Beginning to get dressed and undress with support.		Turning multiple pages in a book when reading.		With greater accuracy picking out single objects from a group with tweezers.	
		Developing skills to dress and undress more quickly with minimum support		Often turning single pages in a book accurately.	
				Increasingly independently getting dressed and undressed.	

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	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
Geography	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
Art	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Hold a pencil effectively using a tripod grip Negotiating space and obstacles safely with consideration of themselves and others Demonstrate strength, balance and coordination Moving effectively in a variety of ways Performs different songs and dances Moves in time with the music Using a range of tools confidently	P.E lessons / Visitors in for assembly / cooking / adventure playgroup / outdoor field <div>Character Traits</div> <div>Curiosity Resilient Ambitious Kind Articulate Respectful</div>	Use of resources and equipment Junk modelling Sports day	Culture dances with related music. Access to a variety of different musical instruments, e.g. African drums, etc. Showing sports people