



<p>Educational Programme for Physical Development:</p> <p>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.</p>	<p>Gross Motor Skills Early Learning Goal:</p> <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. <p>Fine Motor Skills Early Learning Goal:</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, paint brushes and cutlery; ● Begin to show accuracy and care when drawing.
<p>Progression towards the ELG:</p>	<p>Characteristics of learning:</p>
	<p>On going focus on: Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p>



	<p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Reception children should be able to:</p> <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. • Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. • Is developing overall body-strength, balance, co-ordination and agility • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing. • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates.
<p>By the end of the Spring Term Reception children should be able to:</p>	<p>Playing and Exploring Plan and think ahead about how they will explore or play with objects.</p>



- Is progressing towards a more fluent style of moving, with developing control and grace.
 - Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.
 - Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - Is able to combine different movements with ease and fluency
 - Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (feet)
 - Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (feet)
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- Is developing the foundations of a handwriting style which is fast, accurate and efficient
 - Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Active Learning

Show goal-directed behaviour.
Begin to correct their mistakes themselves.

Creating and Thinking Critically

Review their progress as they try to achieve a goal. Check how well they are doing.
Solve real problems.
Use pretend play to think beyond the 'here and now' and to understand another perspective.

By the end of the Autumn Term Reception children should be able to:

- Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing.
- Is further developing the skills he/she needs to manage the school day successfully; mealtimes.

Playing and Exploring

Make independent choices.

Active Learning

Begin to predict sequences because they know routines.

Creating and Thinking Critically

Sort materials



- Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (hands)
- Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball (hands)
- Is developing the foundations of a handwriting style which is fast, accurate and efficient
- Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key vocabulary:

Direction, speed, acceleration, static, dynamic, dismount, co-ordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descend, speed, direction, obstacle, balance, control, flexibility, under, over, through, stabilise, core, muscles, energy, equipment, pace, jump, hop, skip, land, travel, space, stop, stand, still, start, ready, steady, go, around, safe, risk, climb

Tools might include: glue spreaders, chunky paintbrushes, thin paint brushes, rolling pins, knives, cutlery, hammers, drills, saws, tap 'n' shapes, chunky pencil, small pencil, ball point pen, felt pen, squeezey scissors, training scissors, left handed scissors, white board pens, buttons, zips