

Gross Motor Skills

Area of learning	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Topics to link PD and EAD curriculum	Dance and performance	Dance and performance	Ball Skills	Ball Skills	Movement	Movement
<p><i>‘Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing’</i></p> <p><i>‘Progress towards a more fluent style of moving, with developing control and grace.’</i></p> <p><i>‘Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical disciplines including dance, gymnastics, sport and swimming.’</i></p> <p><i>‘Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.’</i></p> <p><i>‘Combine different movements with ease and fluency.’</i></p> <p><i>‘Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.’</i></p> <p><i>‘Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming.’</i></p> <p><i>‘Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.’</i></p> <p><i>‘Negotiate space and obstacles safely, with consideration for themselves and others.’</i></p> <p><i>‘Demonstrate strength, balance and coordination when playing.’</i></p> <p><i>‘Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.’</i></p>	<p>Children will develop their PD through PE lessons as well as CIL indoors and outdoors.</p> <p>Ensure throughout the year children have regular access to climbing frame, large space, use of wheeled toys such as things to ride, sit on push or pull: balance bikes, 2 wheeled bikes, pedal bikes, skateboards, wheelbarrows, scooters, prams, carts, trikes, walkers, stilts</p> <p>Other items to use in outdoors: Ropes for tug of war, skipping ropes, hoola hoops, large parachute</p> <p>Children should be given opportunity to write lying on their front, leaning on elbows with their legs straight as well as on their back reaching upwards.</p> <p>Get Moving programme for children identified as needing support with gross motor skills. Yoga lessons.</p>					
	<p><u>Autumn Term—Dance and performance</u></p> <p>Taken from ‘Dance’ section of EAD curriculum medium term planning</p> <p>Respond to music by dancing.</p> <p>Moves to the sound of music e.g. hops to the sound of a beating drum, jumps to the sound of the triangle.</p> <p>Respond to music by dancing.</p> <p>Moves to the sound of music e.g. hops to the sound of a beating drum, jumps to the sound of the triangle.</p> <p>Moves in time to the pulse of the music.</p> <p>Children learn choreographed dance.</p> <p>They replicate choreographed dances ie. Pop and traditional dances from around the world.</p> <p>Children learn choreographed dance.</p> <p>Children choreograph their own dance moves to familiar music</p> <p>Children do live performances of their dance</p> <p>Children perform dance using costumes and props</p>		<p><u>Spring Term—Ball Skills</u></p> <p>Introduce and explore different balls: different size, shape and material.</p> <p>ie: Tennis, ping-pong, beach, balloon, football, rugby, basketball, airflow, bouncy, foam</p> <p>Introduce bats—things to hit and pat the balls with. Different sizes and styles of bats.</p> <p>Play various ball games individually, in pairs, in small groups and eventually in teams.</p>		<p><u>Summer term—Movement</u></p> <p>Explore different ways of moving: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Combine different movements</p> <p>Using different movements change speed and or direction.</p> <p>Create obstacle courses</p> <p>Combine different equipment with movement: mats, ropes, ladders, planks, slides, monkey bars, tunnels, tyres, balance beams and beanbags</p>	

Fine Motor Skills

Area of learning	Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Clear links with EAD, PE, Phonics, hand-writing and CIL						
<p><i>‘Develop their small motor skills so that they can use a range of tools competently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.’</i></p> <p><i>‘Use a range of small tools including scissors, paintbrushes and cutlery.’</i></p> <p><i>‘Hold a pencil effectively in preparation for fluently writing—using the tripod grip in almost all cases’</i></p> <p><i>Begin to show accuracy and care when drawing.’</i></p> <p><i>‘Develop the foundations of a hand-writing style which is fast accurate and efficient.’</i></p>	<p>Posture for writing</p> <p>Identify dominant hand</p> <p>Teach pencil grip, encouraging tripod grip</p> <p>Scissor skills (see EAD)</p> <p>Use of a paintbrush (see EAD)</p> <p>Funky fingers: Threading, Sewing, Pouring, Stirring, Dressing and undressing dolls, Small world toys, Malleable materials (see EAD)</p> <p>Use of knife, fork and spoon—mealtimes and Role play</p> <p>Get Moving programme for those that need to develop core strength</p> <p>Write dance for those with poorer fine motor skills</p> <p>PE will help strengthen the core and arm muscles</p> <p>Creative station and writing area will have opportunities for drawing and writing</p> <p>Phonics and Handwriting sessions will cover letter formation</p> <p>(These will continue throughout the year and be covered in EAD, PE, Handwriting, Phonics, teacher led activities and CIL)</p>					
Health and wellbeing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>‘Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian’</i></p> <p><i>‘Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene’</i></p>	<p>Personal Hygiene</p> <p>Importance of washing hands: “Dirty Bertie—David Roberts.”</p> <p>How do we stay clean?</p> <p>Throughout year develop these skills through the normal routines of the day— lining up and queuing, good mealtimes manners, kind hands and feet, turn taking</p>	<p>How to keep our teeth healthy. Teeth and toothbrushing.</p> <p>Staying Healthy: Talk about the importance of— sleeping, hygiene, eating well, physical exercise</p> <p>Why do we need to exercise? What changes take place in our bodies?</p> <p>Children to start to get changed for PE. Encourage children to independently undress and dress themselves as well as take off and put back on their shoes.</p>	<p>Being a safe pedestrian—Road Safety</p> <p>Crossing the Road safely.</p>	<p>How to stay safe: near water / strangers.</p> <p>How to stay safe in the sun.</p>	<p>Healthy eating : understand the need for a variety of food in our diet (make fruit kebabs). “Oliver’s Fruit Salad— Vivian Frence. “Monster’s Don’t eat Broccoli—Barbara Jean Hicks”</p>	<p>What is a ‘safe amount of screen time?’</p> <p>Internet safety</p>