



Horsley Church of England Primary School: Physical Development - Reception Long Term Plan

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let's Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent/Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother's Day Easter	Pentecost	Father's Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools & children Santa Claus A C'mas Carol	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

Cycle B Suggested Texts	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
The Reception Year provides the foundation for physical skills children will build upon in Year one.	The National Curriculum (2014) states that... Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Through access to continuous provision the children will...	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including physical literacy, Balanceability on the bikes, Dough Disco dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. Become more confident and precise in the following movements and begin to combine them: - <p>Walking – travelling confidently in different directions including backwards</p> <p>Running – showing an understanding of how to increase speed and slow speed down</p> <p>Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl</p> <p>Jumping - showing control when landing on two feet. Beginning to swing arms to jump further</p> <p>Skipping – showing coordination to move with increasing speed</p>					

	Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall					
Gross Motor Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket. Adults supporting children to learn the school day and	Revise and refine the fundamental movement skills they have already acquired. Begin to develop overall body strength, balance, co-ordination and agility. Experiment moving in different ways. Develop speed when running. Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful, Sit, posture, sitting up, straight, smart sitting, follow me, climb, apparatus, mats, slither, crawl, side step. P.E lessons, physical literacy sessions, Dough Disco, physical activities in the outdoor area – both child initiated	Further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Develop balance skills on the bikes in Balanceability. Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes, strength, balance,	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Walk and run for longer distances during Walking Wednesdays. Know and talk about the different factors that support their overall health and wellbeing. Relationships. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety, relationships.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Develop jumping technique to jump further. Throw objects at targets with increasing accuracy. Combine different movements with ease and fluency. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing, dance, move, movement, star shape, pike, straddle, tuck,	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling, safe, safely, rules, pencil, pen, scissors, paintbrush. Adults prompting children to run
Intent Vocabulary Implementation						

	<p>routines. Children going for dinner, children toileting independently. Physical literacy weekly activities. Dough Disco sessions. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as felt pens, pencils, whiteboard pens, scissors, balls, hoops, skipping ropes, rackets.</p>	<p>and adult guided. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around in different ways. Dough Disco sessions.</p>	<p>coordination, climb, dance, dance move, music, shape, shape names, tension, floppy, pedal. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own. Pedalbikes. Physical activities in the outdoor area – both child initiated and adult guided, balls and skipping ropes in the outdoor area.</p>	<p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play. Walking in the local environment. Planned PSHE/RSE lessons, guided discussions and continuous provision based around keeping healthy through a range of factors. Dough Disco sessions.</p>	<p>levels, low, standing, tall. Children having access to a range of tools and equipment such as pencils, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area. Walking in the local environment.</p>	<p>safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times. Children having daily access to a range of large and small apparatus both indoors and outdoors. Walking in the local environment. Tough Runner Forest School session</p>
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<p>Fine Motor Development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper. Funky finger and dough disco sessions. Fine motor activities available daily. Introduce crocodile snap grip and song</p>	<p>Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.</p> <p>Whiteboard pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc. Funky finger and dough disco sessions. Fine motor activities available daily. Reminders of crocodile snap grip and song for</p>	<p>Developing an effective pencil grip. Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip. Scissors and small tools available in provision for children as well as guided activities using these materials. Funky finger and dough disco sessions. Fine motor activities available daily.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these. Adults supporting children to develop their pencil grip. Funky finger and dough disco sessions. Fine motor activities available daily.</p>	<p>Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip. Scissors and small tools such as paper fasteners available in provision for children as well as guided activities using these materials. Funky finger and dough disco sessions. Fine motor activities available daily.</p>	<p>Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip. Scissors and small tools available in provision for children as well as guided activities using these materials. Funky finger and dough disco sessions. Fine motor activities available daily.</p>
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	for children to hold pencil correctly.	children to hold pencil correctly. Developing scissor skills - moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines.				
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Fine Motor – Pencil Grip and Control Development

