

Reception Class: Physical (We follow the REAL PE scheme for our weekly PE lessons)

Intent / Education Programme: 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.		
Skills & Knowledge		
Fine Motor Skills		Gross Motor Skills
Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: <ul style="list-style-type: none"> ✓ that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers ✓ that they can move and rotate their lower arms and wrists independently <ul style="list-style-type: none"> • Help children to develop the core strength and stability they need to support their small motor skills. • Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. • Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? • Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. • Provide areas for sitting at a table that are quiet, purposeful and free of distraction. • Give children regular, sensitive reminders about correct posture: Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children’s forearms. The top of the table is slightly higher than the height of the child’s elbow flexed to 90 degrees. • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. • Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. 		<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • 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. • Use their core muscle strength to achieve a good posture. • Combine different movements with ease and fluency. • Develop overall body-strength, balance, co-ordination and agility. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Development Matters	Fine Motor: <ul style="list-style-type: none"> • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. Gross Motor: <ul style="list-style-type: none"> • 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. • Use their core muscle strength to achieve a good posture. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	
Assessment	Fine Motor	Gross Motor
	<ul style="list-style-type: none"> • Demonstrates sufficient arm and shoulder strength by showing they are able to move hands and fingers without the need to move shoulders. • Able to move and rotate lower arms and wrists independently. • Can make snips in paper with scissors. / Can cut and follow a straight-line using scissors. / Can • Can use large paintbrushes to make purposeful marks. 	<ul style="list-style-type: none"> • Imitates standing on one foot. • Imitates bilateral movements of arms and legs, such as putting arms up in the air together. • Can use core muscle strength to achieve good posture when sitting. • Can jump on the spot with two feet together. • Can walk on tiptoes. • Can stand on one foot for a short amount of time.

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	<ul style="list-style-type: none"> • Can competently use small paintbrushes to add details to paintings. • Developing and working towards a comfortable pencil grip. • Beginning to use a comfortable pencil grip with good control. • Consistently uses a dynamic tripod grip when drawing and writing. • Can draw some lines and circles. /Can draw circles using both clockwise and anticlockwise movements. • Beginning to draw with increasing complexity and adds details to pictures. • Can draw with increased control, accuracy and care. • Beginning to form some letters. • Can write most letters correctly. 	<ul style="list-style-type: none"> • Is able to walk on a line or over a beam/plank. • Is able to hold a balance. • Shows a preference for a dominant hand, leg or foot. • Can climb up play equipment. / Can pedal a tricycle. / Can push a scooter. • Can demonstrate control on a balance bike using alternate feet. • Is able to maintain balance on a bike while turning the pedals to move. • Can catch a ball by holding their arms out and pulling into their body. / Can catch a ball that has been bounced. • Can kick a ball forwards. / Can kick a ball at a target. • Can use large muscle movements for tasks, such as painting, mark making or dancing. • Can throw a ball underarm. / Is beginning to throw with accuracy towards a target. / Is able to throw a ball to a peer. • Can use a bat to hit a ball. • Is starting to move balls in different ways, such as rolling, hitting, kicking and bouncing. • Can jump over an object and land with both feet together. • Can jump off an object, landing appropriately using their hands, arms and body to stabilise and balance themselves. • Can control their body when performing a sequence of movements. • Can run around obstacles and negotiate space. • Can move at different speeds, change direction and stop promptly. • Can safely carry and place down larger equipment, such as planks and crates. • Can move sideways and backwards, as well as forwards. • Can move in a variety of ways: skipping, hopping, jumping, running, climbing, crawling • Can travel confidently and skilfully under, over, around and through equipment.
Vocabulary - Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles		
Fine Motor, children at expected level will:	<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. 	
Gross Motor, Children at expected level will:	<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. 	

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Term 1		Term 2	
Unit 1: I'm Riding on my Bike & Pirate Adventures Personal Skills Coordination: Floor Movement Patterns Static Balance: 1 Leg Standing		Unit 2: Monkey Business & Journey to the Blue Planet Social Skills Dynamic Balance to Agility Static Balance: Seated	
Fine motor skills <ul style="list-style-type: none"> Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging. 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring and construction. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Teach and model correct letter formation. 	Gross motor skills <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	Fine motor skills <ul style="list-style-type: none"> Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging. 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, clay, laces and large beads for threading, sewing and construction. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Teach and model correct letter formation. 	Gross motor skills <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: and jumping Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Combine different movements with ease and fluency encouraging through creating obstacle courses through a range movements including crawling, jumping, climbing, running and lying. Develop overall body-strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
Term 3		Term 4	
Unit 3: Thembi Walks the Tightrope & Tilly the Train's Big Day Cognitive Skills Dynamic Balance Static Balance: Small base		Unit 4: Wendy's Water Ski Challenge & Clowning Around Creative Skills Coordination: Ball Skills Counter Balance in Pairs	
Fine motor skills <ul style="list-style-type: none"> 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and small beads for threading, sewing and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	Gross motor skills <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, crawling, jumping, hopping and climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating obstacle 	Fine motor skills <ul style="list-style-type: none"> 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	Gross motor skills <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses

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	<p>courses through a range movements including crawling, jumping, climbing, running and lying.</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 		<p>through a range movements including crawling, jumping, climbing, running and lying.</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
Term 5 (ELG)		Term 6 (ELG)	
Unit 5: John & Jasmin Learn to Juggle & Ringo to the Rescue Physical Skills Coordination with Equipment Agility: Reaction/ Response		Unit 6: Casper the Very Clever Cat & Sammy Squirrel & his Rolling Nuts Health & Fitness Skills Agility: Ball Chasing Static Balance: Floorwork	
<p align="center">Fine motor skills</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. • Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. • 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p align="center">Gross motor skills</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 • Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. • Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. • Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range movements including crawling, jumping, climbing, running and lying. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p align="center">Fine motor skills</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. • Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. • 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 (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring, laces and large beads for threading, sewing planting and construction. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p align="center">Gross motor skills</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 • Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. • Develop overall body strength by encouraging children to be highly active and get out of breadth several times in a day. • Combine different movements with ease and fluency encouraging precision and accuracy when beginning and ending movements through creating courses through a range movements including crawling, jumping, climbing, running and lying. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.