



Reception – Physical Development

	Gross Motor Skills		Fine Motor Skills			
Early Learning Goals	<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. 		<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. 			
	Autumn		Spring		Summer	
Topic	Who am I and where do I live? Let's celebrate!		Around the World Watch me grow!		A journey through time... We're all going on a Summer holiday!	
	Core Content					
	Gross Motor Skills	Fine Motor Skills	Gross Motor Skills	Fine Motor Skills	Gross Motor Skills	Fine Motor Skills
End Points	<p>Explore outdoor equipment – trikes, balance bikes, scooters, obstacle course, climbing wall.</p> <p>Learns to use feet to scoot.</p> <p>Explore body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling.</p> <p>Explore moving at different speeds and directions.</p> <p>Stop on a signal.</p> <p>Negotiate space, moving around safely.</p> <p>Explore small equipment – large and small balls, bean bags, quoits, hoops.</p> <p>Develop pre-writing muscle strengthening activities – streamers, large scale painting.</p> <p>Maintain balance on balance bike and manoeuvre around corners</p> <p>Begin (with modelling from teacher) to develop understanding of managing risk – climbing frame, travelling at different heights, jumping off and landing appropriately.</p> <p>Throw bean bags at a target – stance and arm swing to throw under-arm.</p>	<p>Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands.</p> <p>Mark make lines, circles, zig zags, left to right directionality.</p> <p>Form letters representing graphemes taught in phonic order – in sand, salt, powder paint, on whiteboard, with pencil.</p> <p>Establish handedness.</p> <p>Draw and paint inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint.</p> <p>Write name.</p> <p>Begin to establish scissor grip.</p> <p>Focus on importance of directionality and retracing of vertical lines.</p> <p>Explore dough and dough tools.</p>	<p>Stop balance bike effectively.</p> <p>Leave sensible distance behind other riders.</p> <p>Use a variety of balls in different sizes.</p> <p>Throw balls underhand.</p> <p>Catch large ball between extended arms.</p> <p>Roll and kick large ball with one foot.</p> <p>Throw and kick at a target.</p> <p>Aim at targets of different shapes and sizes.</p> <p>Work with partner - rolling, bouncing, throwing, kicking.</p> <p>Stand with one foot forward to throw opposite leg to throwing hand.</p> <p>Travel backwards and sideways.</p> <p>Move in different ways over the apparatus.</p> <p>Use resources with which we bat, pat and hit a ball – tennis rackets, cricket bats.</p> <p>Control a moving ball using a stick.</p> <p>Catch large balls by bringing hands in towards chest</p> <p>Throw and catch smaller balls.</p>	<p>Begin to understand and show a difference between ascenders and descenders.</p> <p>Explore clay – kneading, rolling, shaping and using a range of tools.</p> <p>Continue to develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands.</p> <p>Scissor skills – cut out circle shapes within a half an inch.</p> <p>Consolidate scissor grip until correct grip is shown by all children. Develop woodwork skills – hitting a nail with a hammer, two hands on the saw, etc.</p> <p>Learn how to hold a knife and fork – practicing in dough.</p> <p>Begin to zip coat independently.</p> <p>Cut fruit and vegetables using one hand to steady the food.</p>	<p>Play games with rules and teams.</p> <p>Understand the importance of rules to help everyone play fairly, e.g. Tag.</p> <p>Travelling – focus on changing direction.</p> <p>Move around - under, over and through different objects and equipment.</p> <p>Explore rolling in different ways.</p> <p>Explore different ways to jump – ensuing safe landing.</p> <p>In dance – create movement phrases which demonstrates their own ideas.</p> <p>Use fingers to push the ball down and bounce with 2 hands.</p> <p>Bounce and catch a tennis ball.</p> <p>Create own obstacle courses ensuring a range of surfaces and heights, heavy lifting.</p> <p>In dance - control bodies when performing a sequence of movements.</p>	<p>Hold pencil effectively, demonstrating control and an appropriate tripod grip.</p> <p>Continue to develop sizing of letter shapes.</p> <p>Sit letters correctly on the line.</p> <p>Continue to develop control – ensuring anticlockwise movements and retracing vertical lines.</p> <p>Form some capital letters correctly.</p> <p>Demonstrate increased muscle strength and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands.</p> <p>Scissor skills – cut out/around more complex shapes.</p> <p>Use the fork to hold food while cutting it with a knife.</p> <p>Fasten coat independently.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and</p>



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	<p>Describe how their body feels when still and when exercising.</p>	<p>Refine comfortable tripod grip. Establish correct sitting position for writing/drawing. Pull up zipper when started by adult.</p>	<p>Create obstacle courses. Use balance beams with increasing control. In dance, join in a range of different movements.</p>	<p>Spread butter and jam using a knife.</p>	<p>Travel confidently with control in a range of ways – skip, hop, sidestep, changing direction. Explore jumps – straight tuck, jumping jack, half turn. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>confidently. Draw with increasing skill, detail, accuracy and care.</p>
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