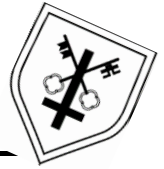




t. Peters Early Years Physical Development Curriculum Recep'



Development Matters Statement	The Reception children can.....
Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing P.E lessons breakdown the skills further	• run, roll, walk, crawl, balance and feel the different range of surfaces when playing and exploring in the outside learning environment. • push and pull large resources in the outside learning environment, such as wheelbarrows, pushchairs, rakes and brooms. • To move in a variety of ways within pour exploration and play
Progress towards a more fluent style of moving, with	• to notice and avoid hazards within the outdoor and indoor learning environment such as their peers and equipment.

developing control and grace. Get Set 4 P.E	• participate in games/activities within the outdoor and indoor learning environment that children can move with fluency and grace trying to avoid their peers. For example, 'bubbles' with the hoops, traffic lights and tig. • participate in games/activities within the outdoor and indoor learning environment that children can move with fluency and grace trying to avoid their peers with control. For example, football, tennis and when using the P.E equipment.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Get Set 4 P.E	• get onto, hold on and balance on the bottom of the climbing frame with support • <i>push and pull large resources in the outside learning environment, such as wheelbarrows, pushchairs, rakes and brooms.</i> • push and pull the peddles on the trikes to make them move slow, fast, forwards and backwards independently. • get onto, hold and balance in the bottom of the climbing frame independently. • move their hands and feet alternatively to move further up or across the climbing frame, while balancing and holding on. • push with their feet to make the balance bike move slow, fast, forwards and backwards independently.

	• independently climb to the top of the climbing frame, moving across the different sections such as the rope. • use the ropes to balance on, spin, balance, tilt, rock and rock on confidently. • push with their feet to make the bikes with peddles to move slow, fast, forwards and backwards independently.
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. Let's Get Physical and Ready to Write	• Independently use children's scissors (holding them correctly) to make snips using a variety of malleable materials. For Example, jelly, foam, dough, card and paper • Use the scissors to cut in a straight line and I am beginning to cut around shapes sometimes with support • Explore one handed tools to encourage alternating movements, for Example: hole punches, glue sticks, paint brushes, pencils, runners, whisks, knives, nuts and bolts, marching, spreading with knives and stencils. • • join in with activities that support my upper body strength (wrists and Bi-lateral co-ordination) within the learning environment. For example, chair and bench press, using the brooms to sweep the leaves, ball games, tearing paper and transporting materials. (<i>Outside Gym</i>)

	• independently use scissors to cut straight lines and around shapes to further develop their own ideas. • hold small objects between my thumb and index finger, such as pegs, pipettes, and mark making tools to encourage finger isolation. • independently use a range of one-handed tools to further develop their own creations and learning, such as marking making tools • use finger exercises to support the continued development of finger isolation ready for using the tripod grip when using a pencil (snappy fingers song, 5 little peas, Tommy thumb etc) Use pencils grippers, cotton wool, thick pencils or dots on the pencil to support the tripod grip.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	• join in with activities that support their core. For example, superman pose, body wrestling and crab walking and using on the climbing frame. • sit upright at a table when seated on a stool • Balance on 1 leg independently hold a pose using balance to control position

	• Stand up straight on the rope of the climbing frame, can sit up straight on a stool and can stand up from the floor without touching the floor • Use control to balance equipment eg a beanbag on head, ball on a bat
Cobine different movements with ease and fluency	• use the resources in the inside and outside environments to create building/models that support my play • think of different ways to use the outside resources to move in different ways, for example, their own assault course • when involved in games, P.E or within the learning environment the children
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.	• confidently use alternative feet when using large equipment (apparatus). • confidently use a range of large and small equipment (apparatus, wheeled toys, building and P.E equipment) • move the large and small equipment safely. • confidently use a range of large and small equipment to support and develop their own or group play/games further.

	• confidently use alternative feet and begin to use the core muscles to balance when on and using large and small equipment (apparatus and balancing equipment). • use a range of large and small equipment to develop their imaginative play use the equipment with a purpose. • use alternative feet, coordination and core muscles to balance when on and using large and small equipment (apparatus, den making equipment and balancing equipment) to enable them to negotiate the space and jump off and land safely.
Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence,	• throw/roll/kick/catch a range of different types of balls, including small balls, such as a tennis ball and hit a target e.g. hoops buckets, skittles and a goal in order to play a simple game. • use a range of techniques when playing with the ball for example, throwing over/under arm, kicking the ball on the side of the feet to tick the ball and using the bottom to stop it etc when aiming at a target • begin to hold hands out to receive a ball, follow the ball with your eyes and close hands to keep hold of the ball

precision and accuracy when engaging in activities that involve a ball See P.E planning Get Set 4 P.E	• confidently hold hands out to receive a ball, follow the ball with your eyes and close hands to keep hold of the ball in order to participate in a throwing and catching game. • use a range of techniques to throw/roll/kick/catch different types of balls, including small balls, in order to play a competitive game with rules.
Develop the foundations of a handwriting style which is fast, accurate and efficient. See phonics phase two planning and guided drawing planning for EAD	• can use a variety of tools and activities to support the development of the pincer grip, sometimes with support • explore a variety of one-handed tools and begin to say which hand feels more comfortable. • engage in finger exercises and action nursery rhymes, such as 'Tommy Thumb' and the 'Snappy Fingers' song. • use a pencil(thick/thin) and writing aid (pencil grips) if needed, that are appropriate to help develop the pincer grip. • follow and draw a variety of different lines, such as dash, dotted, curved etc in different directions when in guided drawing session and in the continuous provision,

	• begin to form the letters in phase 2, using the letter formation rhymes to help me. • begin use the pincer grip when using a range of tools and activities. • begin for form many of the phase two letters correctly • begin to use the lines on the phonics boards and in the literacy books more accurately. • begin to draw shapes and pictures with more detail • begin to form the beginning of phase 3 sounds, using the formation rhymes to help. • confidently use the pincer grip when needed, when using a range of small tools or when in an activity. • form most, if not all the 26 letters correctly so that writing is more fluent • confidently use the lines on the phonics boards and in the literacy books more accurately to form the letters. • draw pictures with detail and accuracy
Further develop the skills they need to manage the school day successfully: •	• Explain the visual timetable to the children and talk it through each morning. • children share their ideas to make rules for the classroom, which you then refer to.

lining up and queuing • mealtime Refer to the PSED planning and curriculum maps.	• demonstrate how to line up- stand behind the person in front of you etc • begin to
	ELG
Gross Motor Skills	• 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.
Fine Motor Skills	• 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