

Northampton Primary Academy Trust Reception - Physical Development

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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Gross Motor Skills				
<p>Substantive and Disciplinary Knowledge and concepts to be taught/introduced</p> <p><i>This section will need to be personalised to suit the approaches that schools have e.g., Real PE, Kinetic Letters, Forest Schools, External Sports Coach, Outdoor Provision, Yoga Bugs</i></p>	<p>E.g.</p> <p>Posture How to sit on the floor and at a table How to do exercises and activities to strengthen the core</p> <p>Life skills (see also PSED) How to line up Dressing and undressing independently Having a healthy lifestyle</p> <p>Movement Jumping, hopping, skipping, side stepping How to change direction and speed and find a space</p> <p>Balance How to balance How to climb safely</p> <p>Ball skills Throwing, catching, kicking, passing, patting and aiming ball skills</p> <p>Dance How to move in time to music using taught steps</p> <p>Team games (schools to choose according to their class needs) PE games Playground games (adult led) Sports day</p>			<p>Develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives.</p>
<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Life Skills Dressing up in provision Putting on aprons Getting changed for PE Independently changing clothes Healthy eating Being hygienic Putting a coat on including pulling the zip</p>			

	<p>Posture Core Strength exercises e.g., Kinetic Letter exercises and animal positions Gorilla or super sitting Forest school Cosmic yoga</p> <p>Movement PE lessons Outside provision and playtime games Large brushes outside</p> <p>Balance Balance boards, red spinners, scooters Climbing equipment Balance bikes Climbing PE apparatus and outside area rope and rope ladder Balancing on bench/upturned bench, balance bikes and 2 wheeled bikes Obstacle courses in PE and outside</p> <p>Ball skills PE lessons Ball and target outside and on playground</p> <p>Dance Link with a topic</p> <p>Team Games PE games Playground games (adult led) Sports day</p>	
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>Stem sentence for asking to use the toilet Body positions – vocab will link to specific schemes e.g., cobra / lizard for KL etc Healthy Jump, hop, skip, sit, stand, walk, roll, gallop, slither Space Partner Names of pieces of equipment</p>	
<p>Ongoing throughout the Year</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Links with school PE scheme PE equipment for playtimes Outside area resourced for lifting, carrying, pushing, pulling, stacking, climbing e.g., block play, climbing frames, wheelbarrows, bikes, balance boards Forest school (if available)</p>	

<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track can do by the end of this term</i></p>	<p>Can sit on carpet steadily Can momentarily stand on one foot Climbs stairs/ladder with alternate feet Can independently put coat and shoes on</p>	<p>Can skip, sidestep, gallop and negotiate space effectively Beginning to throw and catch accurately Can sit at table and or carpet with control</p>	<p>Can balance along a low narrow balance beam Can hop Can throw and catch a ball Negotiates space, speed and direction well Can talk about being fit and healthy</p> <p>Early Learning Goal</p> <p>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</p>	
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Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Fine Motor Skills				
Substantive and Disciplinary Knowledge and concepts to be taught/introduced	<p>Pencil skills How to hold a pen/pencil with a pinched grip Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles Hand strength exercises</p> <p>Scissor skills How to hold and use scissors</p> <p>Other tools and equipment How to hold food with a fork and cut soft food with a knife How to use the resources in the classroom e.g., playdough tools, rolling pins or hole punches</p>	<p>Pencil skills Forming and sizing letters accurately Pencil control exercises e.g., pencil dictionaries or colouring in within lines</p> <p>Scissor skills Cutting along a line or around a simple shape</p> <p>Other tools and equipment Doing up and undoing buttons Drawing and painting more accurately</p>	<p>Pencil skills A refined tripod grip (if able) Increased fluency in writing Observational drawings</p> <p>Scissor skills Increasing accuracy and control</p> <p>Other tools equipment Use of wider range of tools than just writing pens/pencils e.g., small paint brushes</p>	Develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Multiple opportunities for cutting (scissors and knives) in provision Painting (big brushes) Pre-handwriting skills – circles, lines, zig zags etc. Check shoulder: hand movement and accelerate GMS activities if move hands with shoulder Playdough scissors Dough disco Hand strength exercises Funky Fingers	Observational drawings Pencil dictionary Cutting string and material Link with Shakespeare	Sewing a collage (based on one of the topics) Water colour painting Undoing and fastening buttons	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Pat, roll, pinch, snip, cut, pour, squeeze, spread etc Tripod grip, pincer grip etc Names of pieces of equipment Turn page			
Ongoing throughout the year <i>These are suggestions only and must be personalised by each setting</i>	Handwriting/ letter formation taught and embedded within phonics lesson every day or as separate sessions- see NPAT Literacy Opportunities to draw and cut within provision Pencil control activities Multiple opportunities for FMS activities in the provision that are differentiated through the year – playdough, plasticine, cutting activities, threading, tweezers, small Lego and construction, nuts and bolts, small scale painting, lots of different writing and painting tools and paper, chalks, puzzles and small world etc. Activities to encourage cutting for a purpose e.g., junk modelling or independent job			

<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track can do by the end of this term</i></p>	<p>Able to write up and down lines and anti-clockwise circles</p> <p>Beginning to form some taught letters correctly</p> <p>Hold scissors with thumb and fingers – makes snips, attempts to cut along a line</p> <p>Use a rolling pin and playdough tools appropriately</p>	<p>Most taught letters are formed correctly and most sized correctly.</p> <p>Holding tools with a comfortable grip and increasing control e.g., paint brushes and pencil</p> <p>Can cut along a line and angles</p>	<p>Tripod grip for tools</p> <p>Forms most letters accurately with appropriate ascenders and descenders</p> <p>Can cut around a simple shape accurately</p> <p>Draws, from imagination or observation, representations of multiple objects e.g., a house, a tree, a person</p> <p>Can use a knife and fork to feed themselves</p> <p>Early Learning Goal</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	
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