

Otterham C P School

EYFS Physical Development Long Term Plan

	Links to ks1 curriculum	ELG	Minimum expectations for reception			
Gross motor	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities	<p>Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrates strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	Further develops and refines ball skills	Can throw a ball at a given target	Can throw large and small balls, javelins and frisbees	
				Develops confidence, competence, precision and accuracy when engaging in ball activities	Can catch smaller items from a longer distance	Can catch larger items from a longer distance
					Can run and dribble in and out of targets	Can walk with a ball
			Progresses towards a more fluent style of moving	Rides a bike with/without stabiliser	Rides a balance bike, occasionally lifting their feet	
				Develops the overall body strength, coordination, balance and agility required for future PE sessions	Can balance using different body parts	Can demonstrate different types of balances
				Can balance a ball on a bat	Balances a quoit / or bean bag on their head	
	Climbs apparatus, going up forwards, over and coming down backwards					
	Perform dances using simple movement patterns	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	Combines different movements with ease and fluency	Remembers sequences and patterns to music without words	Increasingly able to use and remember sequences and patterns of movement, relates to music	
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly			Revises and refines fundamental movement skills	Children sit with their feet flat on the floor whilst seated at a table	
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities				Children are encouraged to sit up straight on the carpet	
					Uses a wide range of equipment that requires the coordination of both hands (with precision)	Is able to use a knife and fork
Fine motor	<u>Design and Technology:</u> Use a range of tools and equipment to perform practical tasks	Develops small motor skills to use a range of tools competently, safely and confidently	Can walk, run, crawl, climb, hop, jump and skip with increasing control			
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly		Develops the foundations of a handwriting style which is fast, efficient and accurate	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards		
				Develops control further and is able to replicate patterns, letters and numbers with ease	Use a comfortable grip with good control	

					Dynamic tripod grasp	
		Begin to show accuracy and care when drawing.	Child recognises their preference for a dominant hand			
Healthy choices	<u>See PSHE</u>	PSED	Knows and talks about contributors to health and wellbeing	Is able to explain the effects of exercise, sleep and reducing screen time	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	
INDEPENDENCE			Further develops the skills they need to manage the school day successfully	Starts taking part in group activities which they make up		
				Collaborates with others to manage large items appropriately		
				Uses a knife and fork with precision	Peels their own fruit	
				Puts on gloves/hats and scarfs independently	Can get changed with minimal help (buttons)	
			Tidies up, takes jumper off if hot and puts it on if cold	Ensures they are eating enough food and drinking enough water		