

	<u>Autumn 1</u>	<u>Autumn 2</u>		<u>Spring 1</u>		<u>Spring 2</u>		<u>Summer 1</u>		<u>Summer 2</u>	
Potential Themes/ Interests of children	<u>YEAR 1 AND 2</u> All About Me Autumn	<u>YEAR 1</u> People Who Help Us Christmas	<u>YEAR 2</u> Nocturnal Animals Christmas	<u>YEAR 1</u> Reptiles/ Dinosaurs Winter	<u>YEAR 2</u> Space Winter	<u>YEAR 1</u> Fairytale/ Growing Easter/ Spring	<u>YEAR 2</u> Farm Easter/ Spring	<u>YEAR 1</u> Under the Sea	<u>YEAR 2</u> Bees	<u>YEAR 1</u> Pirates Summer	<u>YEAR 2</u> Holidays/ Transport Summer
Possible Celebrations & Experiences	<i>Starting School</i> <i>Autumn</i> <i>Black History Month</i> <i>Diwali</i>	Diwali Bonfire Night, Children in Need Remembrance Day National Nursery Rhyme Week Advent Christmas		Valentine's Day Lunar New Year Chinese New Year		World Book Day Comic Relief Mothers' Day				Fathers' Day Sports Day Transition	

EYFS Area: Physical Development NC link: P.E.	<u>Statutory Guidance from the EYFS Framework for Physical Development:</u> 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.					
NURSERY General yearly Physical Development progression	• Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support. • Balancing on one foot for short periods of time – still or hopping. • Learning to climb with care. • Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. • Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games.					
NURSERY Gross Motor Intent Vocabulary	Children can walk and crawl confidently and climb using two feet at a time. Children know how to scoop and pour e.g. sand, mud. Children are able to run around the setting with some control and direction. Children can clap and stamp in time to music. Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.	Children begin to move slowly on a balance bike and begin to use a climbing frame with support from an adult. Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.	Children put on their own coat (needing support to do their coat up still), Children put on their own shoes and gg up and down stairs with control and balance. Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.	Children can kick a large ball with some control. Children can throw a ball with some control. Children are beginning to balance on one leg. Children dance with control using different parts of their body and use the available equipment to create an obstacle course to navigate. Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.	Children use a balance bike more confidently and run with more confidence and skill. Children independently use a climbing frame or similar resource and begin to show good posture when sitting on the carpet. Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.	Children make up own movements with their body and begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Children are be able to climb safely. Children choosing the right equipment to move safely. Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.

St. Mary's Primary School – EYFS Long Term Planning – Prime Areas

Implementation	Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time.	Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use.	Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.	Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.	Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.	Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.
NURSERY FINE MOTOR Intent	Children use a palm grip when using mark making tools. Children use a spoon to feed themselves correctly. Children use spring loaded scissors to make snips into paper with adult support.	Children mark make by scribbling and colouring. Children explore a range of fine motor activities and implements, Children use a spoon and a fork to feed themselves.	Children begin to use a four finger grip to use mark making tools and use construction equipment correctly to build e.g. Duplo, Magnitiles. Children develop more independence when using spring loaded scissors.	Children make more controlled marks when drawing and mark making, Children manipulate dough through rolling, squeezing, balling and patting.	Children use a two finger and a thumb grip. Children can draw and paint clearer shapes and pictures when drawing and painting. Children show some threading skills.	Children use pencils and other equipment comfortably for them. Children begin to make snips in paper either using one hand or two independently. Children turn pages in a book one at a time. Children may form some letters in their name.
Vocabulary	Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.	Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough	Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.	Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.	Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.	Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.

St. Mary's Primary School – EYFS Long Term Planning – Prime Areas

Implementation	Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves.	disco, colouring, spoon, fork. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks.	Adults supporting children to develop their pencil grip – verbally, moving fingers, construction kits available for the children to use.	Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely.	Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.
The Reception Year provides the foundation for physical skills children will build upon in Year one.	The National Curriculum (2014) states that... Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns. <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.					
RECEPTION General yearly Physical Development progression	• Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. • Children will develop their fine motor skills to use a range of tools safely and confidently. • Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. • Children will develop a good posture when sitting at a table (classroom and dinner times) • Develop a good pencil grip ready for Year 1 writing expectations.					

St. Mary's Primary School – EYFS Long Term Planning – Prime Areas

RECEPTION GROSS MOTOR Intent Vocabulary Implementation	Children begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table and begin to safely use tools and equipment. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	Children begin to develop overall body; strength, balance, co-ordination and agility. Children experiment moving in different ways. Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Children continue to develop overall body strength, balance and coordination. Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Children negotiate space successfully and can adjust speed and direction. Children show increasing control with a ball. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	Children use equipment safely with consideration to others. Children move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Children negotiate space and obstacles safely. Children show strength, balance and coordination when playing. Children develop their ability when dancing to music. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.
---	--	--	---	---	--	--

St. Mary's Primary School – EYFS Long Term Planning – Prime Areas

RECEPTION FINE MOTOR						
Intent	Children use pencils and other equipment comfortably for them. Children make snips in paper either using one hand or two.	Children continue to develop their fine motor skills. Children begin to learn correct letter formations and use these in their writing.	Children develop an effective pencil grip. Children develop skills when using tools including scissors.	Children form recognisable letters with an effective pencil grip.	Children confidently use scissors and small tools. Children begin to use a tripod grip to draw and write accurately.	Children use the tripod grip and use a range of small tools. Children show accuracy when drawing.
Vocabulary	Pencils, tools, equipment, safely, hand, scissors, snips.	Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.	Pencil, grip, hand, fingers, skill, scissors, snips, control.	Letters, trace, rhymes, pencil grip.	Scissors, small tools, tripod, fingers, draw, pencils.	Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.
Implementation	Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.

St. Mary's Primary School – EYFS Long Term Planning – Prime Areas

POTENTIAL P.E. PASSPORT LINKS	RECEPTION – FUNDAMENTAL MOVEMENT SKILLS ALL – FINE MOTOR SKILLS	AN ADVENTURE WITH THE EMERGENCY SERVICES RECEPTION BALANCE BIKES	MULTI SKILLS BOOTCAMP NURSERY/RECEPTION YOGA	A DAY ON THE FARM NURSERY GYMNASTICS – TRAVELLING, STOPPING AND MAKING SHAPES RECEPTION- GYMNASTICS- FLIGHT, BOUNCING, JUMPING AND LANDING	NURSERY/RECEPTION ATHLETICS ¹	AN ENCOUNTER WITH PIRATES NURSERY- DANCE- COPY AND EXPOLRE RECEPTION- DANCE - SEASONS
--	---	--	--	---	---	--