

Physical Development				
		Gross Motor Skills	Fine Motor Skills	Self Care
Gems	Intended Knowledge	<ul style="list-style-type: none"> <li>Enjoy moving when outdoors and inside.</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin and roll</li> <li>use a scooter and ride a tricycle</li> </ul>	<ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to put own coat on</li> <li>Be able to put own wellies on</li> <li>Eat finger food and use a spoon independently</li> <li>Drink from an open cup</li> <li>Be as independent as possible when nappy changing</li> <li>Learn to use the toilet with help and then independently</li> </ul>
	Intended Activities	<p>Children to have daily access to outdoor provision</p> <p>As part of outdoor provision the children must have access to tricycles, and scooters</p> <p>Children to access the stairs and slide area outdoors</p> <p>Balls to be out as part of provision</p> <p>Provide boxes, tunnels and den making equipment</p> <p>Music to be played during provision</p> <p>Daily rhyme time</p>	<p>Continuous provision</p> <ul style="list-style-type: none"> <li>Sand area</li> <li>Dough area</li> <li>Water area</li> </ul> <p>Plan activities for using different materials such as collage, gluing etc</p>	<p>Provide parents with information about developmental appropriate expectations</p> <p>Encourage children to be independent when putting own coat and wellies on.</p> <p>Encourage children to get their own basket when nappy changing and be independent in removing clothing items</p> <p>Work with parents to toilet train when ready</p> <p>Daily snack time</p> <p>Provide a range of different snacks that give opportunities to eat finger food and use a spoon</p> <p>Provide open cups for children to drink from at snack time</p>
Nursery	Intended Knowledge	<ul style="list-style-type: none"> <li>Go up steps, or climb up apparatus, using alternate feet.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Begin to develop a comfortable grip and control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and beginning to doing up zips (when started by an adult).</li> <li>Learn to use the toilet with help and then independently</li> <li>Learn about the importance of toothbrushing.</li> </ul>
	Intended Activities	<p>Children to have continuous access to outdoor provision.</p> <p>Provide resources for children to be able to climb, balance and travel across.</p> <p>Provide resources such as crates and planks for children to be able to build collaboratively</p> <p>Encourage children to travel in different ways outdoors</p> <p>Provide different sized loose parts indoors and outdoors.</p> <p>Provide opportunities to mark make on a large scale such as rollers, paint brushes link to squiggle when appropriate.</p> <p>Squiggle while you Wiggle sessions</p> <p>Daily Dough Disco</p> <p>Core songs which will include patterns of movement</p> <p>Take part in ring games and simple games such as What time is it Mr Wolf</p> <p>Open ended resources to always be available as part of continuous provision</p> <p>Outdoor sweeping brushes and mini mops to develop shoulder pivot.</p> <p>Use walls and easels to stimulate large shoulder movements</p> <p>Access to bats, balls and quotes, stunts on a daily basis.</p>	<p>Provide opportunities for children to access tools such as scissors.</p> <p>Ensure children have access to a well resourced workshop area</p> <p>Ensure children have access to a well-resourced mark making area.</p> <p>Encourage children to mark make in all areas.</p> <p>Core story – 'All By Myself' – use this to encourage the development of independence skills.</p> <p>Provide busy fingers opportunities daily</p>	<p>Provide parents with information about developmental appropriate expectations</p> <p>A range of snack to be available as part of continuous provision.</p> <p>Children to be encouraged to eat independently and some snack in the summer term should provide opportunities to use a knife and fork.</p> <p>Encourage independence with managing coats and wellies</p> <p>Providing dressing up opportunities for children to practice dressing and undressing</p> <p>Work with families to encourage and support toilet training.</p> <p>Parent meetings around independence skills including toilet training</p> <p>Teach children the importance of washing their hands carefully, including before they eat and after they've been to the toilet</p>
Reception	Intended Knowledge	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> <li>Negotiate space and obstacles safely with consideration for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Progress towards holding pens and pencils with a tripod grip, using them with control and accuracy when writing and drawing.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop independent skills by learning to fasten buttons, zips and clasps on clothing.</li> <li>Learn about the importance of making healthy choices with regard to food, drink, activity and toothbrushing.</li> <li>Use a knife to spread</li> <li>Use a knife and fork independently</li> <li>Understand the importance of sleep</li> </ul>
	Intended Activities	<p>Children to have continuous access to a well-resourced outdoor area</p> <p>Provide large equipment such as crates and planks to build with.</p> <p>Children will have planned opportunities for developing throwing, catching, kicking and batting</p> <p>Children to have daily access to the trim trail.</p> <p>Children to have access to more unstructured outdoor play in the large playground.</p> <p>Children will take part in Squiggle while you Wiggle for first term</p> <p>Dough Disco</p> <p>Children to be encouraged to sit during carpet time without leaning</p> <p>As part of school routines children will line up.</p> <p>Children will take part in planned movement activities.</p> <ul style="list-style-type: none"> <li>Daily Jack Hartman physical maths warm ups on IWB</li> <li>Sticky Kids</li> <li>Cosmic yoga daily</li> <li>walk to the park</li> </ul>	<p>Well-resourced mark making area</p> <p>Well-resourced workshop (following skill progression) – introduce different tools for cutting and joining e.g. scissors, hole punches, split pins, paper clips, treasury tags.</p> <p>Plan for opportunities in the sand and water areas for children to refine small motor skills and precision e.g. using small scoops, funnels, bottles.</p> <p>Provide different sized paintbrushes and other tools such as ear buds, finger brushes.</p> <p>Provide opportunities in provision for children to practise using cutlery e.g. playdough/home corner/snack.</p> <p>Dough Disco- learning vocabulary and skill for pinching, rolling, twisting etc</p> <p>Busy fingers – opportunities for developing different skills, grips and small motor movements e.g. threading, pinching, pincer grip, turning, twisting.</p> <p>Children will be taught how to hold a pencil correctly.</p> <p>Daily small group writing sessions</p> <p>Funky finger station in provision to access in dependently in the Autumn term</p>	<p><b>Independence</b> – Work in Autumn term to encourage children to fasten own coats etc. Children to always be encouraged to dress and undress themselves including coats and shoes</p> <p>As part of provision ensure opportunities for children to practise fastening buttons, zips</p> <p><b>Being Healthy:</b></p> <p>Link to work on lifecycles (what ducklings/plants need to grow and be healthy).</p> <p><b>Core stories</b> – The Healthy Wolf, Oliver's Vegetables, Oliver's Fruit Salad, I will not never eat a tomato, What food will you choose?</p> <p><b>Topic</b> – Ready Steady Grow</p> <p>Children taught to use a knife and fork as part of Mr Wolfs Pancakes</p> <p>As part of cooking activities and snack children taught to use a knife to spread</p> <p>Offer of breakfast on a arrival daily</p> <p>Parent workshop on establishing good bed time routines and the importance of tooth brushing</p> <p>Provide all children with a tooth brush and tooth brushing chart.</p> <p>Provide all children with a bedtime routine visual timetable.</p> <p>Provide opportunities to cook - Gruffalo crumble, pancakes, porridge</p> <p>Provide opportunities as part of snack for children to spread.</p> <p>Use snack time to support discussions around healthy and unhealthy foods.</p>