










Reception Long Term Plan : OUR PD MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	 All about me!	 Celebrations	 To Infinity and Beyond!	 The Land Before Time	 How does your Garden Grow?	 All Around the World
Physical Development <ul style="list-style-type: none">Fine MotorGross Motor 	<ul style="list-style-type: none">To skip, hop, stand on one leg and hold a pose.To increasingly use and remember sequences and patterns of movements which are related to music and rhythm.To use one-handed tools and equipment.To use a comfortable grip with good control when holding pens and pencils.To show a preference for a dominant hand.To be able to travel and balance in different ways, returning to defined space.To be able to move confidently in different ways.To be able to negotiate space effectively.To know how to use apparatus safely.	<ul style="list-style-type: none">To revise and refine the fundamental movement skills they have already acquired.To progress towards a more fluent style of moving, with developing control and grace.To be able to develop and refine a range of ball skillsTo be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.To be able to experiment with and develop increasingly complex ways of travelling.To be able to complete simple dances and perform them in small groups.To be increasingly independent as they get dressed (coats and zips).	<ul style="list-style-type: none">To use their core muscle strength to achieve a good posture when sitting at a table or on the floor.To be able to develop the overall body strength, coordination, balance, and agility .To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.To know and refine a range of ball skillsTo know good practices regarding health and wellbeingTo be able to experiment with wider range of equipment and use with more control.To be able to enact stories through dance	<ul style="list-style-type: none">To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)To be able to use equipment properly and move and land safely.To know and be able to discuss some of the changes that occur during exercise.To combine different movements with ease and fluency.To develop their small motor skills so that they can use a range of tools competently, safely and confidently.To develop the foundations of a handwriting style which is fast, accurate and efficient.	<ul style="list-style-type: none">To know and refine a range of ball skillsTo be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)To negotiate space and obstacles safely, with consideration for themselves and others. (ELG)To move energetically, such running, jumping, dancing, hopping, skipping and climbing. (ELG)To use a range of small tools, including scissors, paint brushes and cutlery. (ELG)Begin to show accuracy and care when drawing. (ELG)To know what constitutes a healthy lifestyle.To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.To know and participate in different athletic races and events.	<ul style="list-style-type: none">To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)To demonstrate strength, balance and coordination when playing. (ELG)To hold a pencil effectively in preparation for fluent writing – using the tripod grip. (ELG)To be able to show good agility, balance and coordination.To be able to run throw and jump.To be able to combine different movements with ease and fluency.To know and use relevant vocabulary when observing changes in self and others when exercising.
Checkpoints	<ul style="list-style-type: none">Uses a range of ways to move appropriatelyCan climb over, under and through obstaclesUses large construction to buildAttempts to use a tripod gripUses scissors to cut along curved lines, holding scissors correctlyIs able to mould and shape clay with fingers and tools		<ul style="list-style-type: none">Can throw, lick, pass and catch a large ballAble to balance on and off equipmentCan jump safely from a piece of equipmentSits at a table to writeHolds a pencil in a tripod gripUses scissors to cut around more complex shapesOften chooses to draw, representing recognisable objects and shapes		Can children confidently demonstrate the ELG skills?	



Reception Long Term Plan : OUR PD LEARNING ACTIVITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Celebrations	To Infinity and Beyond!	The Land Before Time	How does your Garden Grow?	All Around the World
Physical Development EP	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.					
<ul style="list-style-type: none"> Fine Motor Gross Motor 	Threading, weaving, playdough, Fine Motor activities. Draw lines and circles using gross motor movements Practising a pincer grip with small equipment Taking shoes off and putting them on PE: Gymnastics Dance: Sticky Kids Forest School	Threading, weaving, playdough, Fine Motor activities. Use tools to effect changes to materials Guided drawing and writing tasks Correct letter formation Number formation Button Clothing / zips PE: Invasion games - ball skills Forest School Dance – Nativity, Indian dancing	Threading, weaving, playdough, Fine Motor activities. Begin to form letters correctly, independently in writing Handle a range of tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. PE: Net and Court - Send and receive skills Forest School Dance: CNY Lion dancing	Threading, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Formation of capital letters Colour inside the lines of a picture Line drawing skills PE: Athletics Dance: After school club Forest School	Threading, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks PE: Obstacle courses and races Dance – how does a seed grow? Forest School	Threading, weaving, playdough, Fine Motor activities. Form lower case and capital letters correctly Begin to draw diagonal lines, like in a triangle / Build things with smaller linking blocks, such as Duplo or Lego PE: OAA Gumbot dancing Forest School
Cutting skills	Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.