



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"> 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 skills To 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 skills To know good practices regarding health and wellbeing To 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 skills To 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 appropriately Can climb over, under and through obstacles Uses large construction to build Attempts to use a tripod grip Uses scissors to cut along curved lines, holding scissors correctly Is able to mould and shape clay with fingers and tools 		<ul style="list-style-type: none"> Can throw, lick, pass and catch a large ball Able to balance on and off equipment Can jump safely from a piece of equipment Sits at a table to write Holds a pencil in a tripod grip Uses scissors to cut around more complex shapes Often chooses to draw, representing recognisable objects and shapes 		Can children confidently demonstrate the ELG skills?	

