

Nursery	Across the year, and in addition to the provision below, children will be supported to build upon previously-taught skills, developing muscle-strength, control and coordination in a wide variety of contexts.				
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>What we want the children to know and do:</p> <p>Gross Motor Copy some aspects of whole body action rhymes.</p> <p>Knows names of different movements- jump hop run gallop, and respond by demonstrating (May not be competent)</p> <p>Move and freeze on command in games</p> <p>Drive scooters, bikes and trikes by pushing feet.</p> <p>Climb steps or stairs with alternate feet, using a hand or handrail for support.</p> <p>Self Care Know when they need to use the toilet and that</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Travel by galloping with a leading foot. Run safely and at speed in the outdoor space. Kick, Roll, chase and collect a ball. Take off own coat, and hang up with some support Take off own shoes and put on/take off wellies.</p> <p>Self Care Develop appropriate independence in going to toilet when needed Wash hands with guidance.</p> <p>Malleable Materials Refine movements for shaping dough, including patting, squeezing, pinching and rolling Roll a snake with clay or dough</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Drive tricycles by pedalling. That when we jump down, we land on 2 feet, with our knees bent Know that hopping is a 'jump' with one leg Stand on one leg for a few seconds, with developing stability.</p> <p>Bowl, roll, chase and collect, tyres and cable reels.</p> <p>Jump forward with 2 feet together Jump down from a higher to a lower height. With an adult-hand, travel above floor height by walking or crawling.</p> <p>Self Care The PANTS rule - what's in our pants is private.</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Put on their own coat, sometimes with a little help. Hop on the spot and to travel a very short distance.</p> <p>Drive tricycles by pedalling, steering around obstacles</p> <p>Travel above floor height by walking or crawling across familiar equipment</p> <p>Self Care That brushing teeth correctly helps keep teeth strong and healthy Imitate a tooth brushing routine.</p> <p>Malleable Materials Refine movements in shaping dough to represent own ideas, eg creating a character.</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Can hop to travel on dominant leg Collaborate with others to transport large items safely.</p> <p>Self Care Articulate some basic rules for tooth-care, with support as necessary. Follow a tooth brushing routine.</p> <p>Attempt some very simple fastenings when helping an adult with dressing and undressing.</p> <p>Malleable Materials Refine movements in shaping dough to represent own ideas, eg creating a character.</p> <p>Mark-Making and Tools</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Drive ride on toys at speed, using the pedals and steering round obstacles. Drive a 'hand bike' Collaborate with others to transport large items safely. Hop a very short distance, alternating legs</p> <p>Self Care Navigate the great majority of toileting and hand-washing independently. Show some independence in changing clothing when necessary.</p> <p>Malleable Materials Can pinch to decorate clay sculptures or make a pinch pot</p> <p>Mark-Making and Tools Weave materials into</p>

<p>they can ask adults to help them with clothing</p> <p>Begin to know about hand hygiene and demonstrate good hand-washing, supported as needed.</p> <p>That we should clean our teeth twice a day.</p> <p>Malleable Materials Begin to explore shaping dough with hands</p> <p>Mark-Making and Tools Explore a range of pens, crayons, paint-brushes and mark-making tools</p>	<p>Mark-Making and Tools Knows scissors and hammers are tools, not toys and must be used safely.</p> <p>Begin to snip with scissors.</p> <p>Begin to use hammers, under supervision, to hit an object - eg hammering golf-tees into polystyrene.</p> <p>Begin to mark-make with purpose when given adult support</p> <p>Draw vertical lines, horizontal lines, wiggly lines and round shapes at large scale - Squiggle Programme.</p>	<p>That some foods are bad for our teeth. That we must clean our teeth twice a day</p> <p>Malleable Materials Refine movements in shaping dough to represent own ideas, eg creating a character.</p> <p>Explore ways to shape clay. Use clay tools to add marks.</p> <p>Mark-Making and Tools Use a fork and spoon independently.</p> <p>Begin to use scissors to independently cut some materials</p> <p>Use a developing fine-pincer grasp when picking up small objects</p> <p>Make marks with different size pens with a digital grip or emerging tripod grip when supported</p> <p>Use mark making tools to make enclosed shapes.</p> <p>Use sugar tongs or tweezers to pick up objects</p>	<p>Mark-Making and Tools</p> <p>Using pincer movements to pick up small items or nip malleable materials.</p> <p>Use tweezers to pick up objects</p> <p>Thread smaller beads with large hole onto a pipe cleaner or wire</p> <p>Copy a cross</p> <p>Cut with scissors, moving along the paper</p> <p>Work with an adult to copy or trace initial.</p>	<p>Cuts along a line with some accuracy Can competently clip pegs onto a box</p> <p>Work with an adult to copy or trace initial.</p> <p>Develop control and refine movements to mark-make with greater accuracy.</p>	<p>frames. Can competently clip pegs onto a box</p> <p>Begin to cut out around shapes.</p>
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Reception	Across the year, and in addition to the provision below, children will be supported to build upon previously-taught skills, developing muscle-strength, control and coordination in a wide variety of contexts.				
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

<p>What we want the children to know and do:</p> <p>Gross Motor Baseline assessment of children's physical ability, strength, balance and negotiating space</p> <p>Learn basic principles of PE, such as safely using a space, using and sharing equipment and working individually, with a group and partner. Fundamental movement skills such as running, jumping and skipping.</p> <p>To follow instructions and stop safely.</p> <p>To stop safely and develop control when using equipment.</p> <p>Use hammers and tools effectively Dig safely with trowels and hand forks</p> <p>Cut and turn along outlines with developing accuracy</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Further develop physical skills; run, jump. Hop, balance, change direction and travel</p> <p>Fundamentals of PE; To develop balancing.</p> <p>To develop changing direction, jumping, hopping.</p> <p>To explore different ways to travel using equipment.</p> <p>To explore different ways to catch and throw a ball.</p> <p>To move in time to a piece of music.</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Gymnastic skills; Balance, travelling across equipment, jumping, rolls.</p> <p>Safely mounting, crossing and jumping from equipment</p> <p>Developing control in movements</p> <p>Moving across a variety of apparatus at different heights with growing awareness of posture</p> <p>Develop rolling and moving body in different ways. Safely explore apparatus, balancing, travelling and jumping safely; around, over and through.</p> <p>Refining movements to travel across equipment with increasing control, confidence and awareness of gymnastic posture.</p> <p>Communicate ideas through movement, demonstrating confidence and imagination</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Gymnastic skills; Balance, travelling across equipment, jumping, rolls.</p> <p>Further develop safely mounting, crossing and jumping from equipment</p> <p>Further develop control in movements</p> <p>Moving across a variety of apparatus at different heights with growing awareness of posture</p> <p>Further develop rolling and moving body in different ways, developing core strength and spatial awareness</p> <p>Further develop confidence in balance to cross some higher and narrower equipment</p> <p>Refining movements to travel across equipment with increasing control, confidence and awareness of gymnastic posture</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Develop fundamental skills such as throwing, catching, rolling a ball, using targets, kicking a ball, bouncing and catching a ball, dribbling with feet and hands.</p> <p>Develop fine and motor skills through a range of game play with balls.</p> <p>To develop accuracy when throwing and kicking to a target.</p> <p>To develop throwing and catching with a partner.</p>	<p>What we want the children to know and do:</p> <p>Gross Motor Develop skills by playing a variety of games. They will work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p>To aim when throwing and practise keeping score.</p> <p>To follow instructions and move safely when play tagging games.</p> <p>To learn to play against a partner.</p> <p>To develop co-ordination and play by the rules. To explore striking a ball and keeping score.</p> <p>To work co-operatively as a team.</p>
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<p>Malleable Materials</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Begin to demonstrate more control over the materials, using tools with greater accuracy and precision.</p> <p>Explore more advanced techniques like pinching, kneading, and joining pieces together.</p>	<p>Malleable Materials</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p> <p>Develop skills of squashing techniques including rolling pins to achieve desired effects.</p> <p>Develop more control over the materials, using tools with greater accuracy and precision.</p> <p>Explore more advanced techniques like pinching, kneading, and joining pieces together.</p>	<p>Malleable Materials</p> <p>Begin to create more detailed and complex shapes, including 3D objects like animals, buildings, or vehicles.</p> <p>Begin to plan their creations, thinking about what they want to make before they start working with the material.</p>	<p>Malleable Materials</p> <p>Develop creations of more detailed and complex shapes, including 3D objects like animals, buildings, or vehicles.</p> <p>Develop their planning of creations, thinking about what they want to make before they start working with the material.</p>	<p>Malleable Materials</p> <p>Children learn to problem-solve, such as figuring out how to make a stable structure or how to attach two pieces together.</p>	<p>Malleable Materials</p> <p>Further develop problem-solving, such as figuring out how to make a stable structure or how to attach two pieces together.</p>
<p>Mark-Making & Fine motor skills</p> <p>Imitates adult drawing to create a simple representation</p> <p>To use a dominant hand. To mark make using shapes.</p> <p>Begin to cut and turn along outlines with developing accuracy</p> <p>To use tweezers to transfer objects</p> <p>Begin to cut some foods with a knife and fork with some</p>	<p>Mark-Making & fine motor skills</p> <p>Imitates adult drawing to create a simple representation</p> <p>To hold a knife and fork correctly and with growing independence.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To begin to hold scissors correctly and cut along a straight or zig zagged line.</p>	<p>Mark-Making & fine motor skills</p> <p>Begins to draw recognisable drawings of objects and people</p> <p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To write taught letters using correct letter formation.</p>	<p>Mark-Making & fine motor skills</p> <p>Developing skill to draw recognisable drawings of objects and people</p> <p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>Mark-Making & fine motor skills</p> <p>Begins to create detail in drawings, using a range of tools accurately.</p> <p>To hold scissors safely and correctly and cut out various materials</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the</p>	<p>Mark-Making & fine motor skills</p> <p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>

<p>independence</p> <p>To thread large beads</p>	<p>To use a tripod grip when mark making.</p> <p>To begin to write taught letters using correct letter formation.</p>			<p>given line.</p>	
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