Physical Development Medium Term Planning

Reception

EYFS Curriculum Guidance Development Matters (Reception)
• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient • Further develop the skills they need to manage the school day successfully: lining up and queuing , mealtimes **Communication and Language** • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Autumn

Topics	Length
The Great Outdoors & Knowing Yourself	12 weeks

Small Steps
• Walk up the stairs with alternative feet and with growing confidence. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Changing from P.E kit to uniform with adult support • Use a comfortable (pincer grip) with good control when holding pens and pencils. • Have the confidence to attempt to travel across the monkey bars and climbing equipment to support the development of their core and upper body strength. • Begin to form letters correctly. • Sit with a good posture on the carpet and on a chair. • Take part in weekly yoga sessions and explore moving their body to create yoga poses.

Communication and Language Small Steps
• Articulate their ideas and thoughts in well-formed sentences. • Start a conversation with an adult or a friend and continue it for many turns. • To begin to be able to take part in small group discussions using new vocabulary. • To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To become more confident in using tenses in the correct context.

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Where the Wild Things Are by Maurice Sendak			Anansi by Gerald McDermott			Look up! By Nathan Bryon And Dapo Adeola			Halibut Jackson by David Lucas		

Spring

Topics	Length
Talents and powers & Sowing a Seed	12 weeks

Small Steps
• Continue to develop fine motor skills during continuous provision. • Use a range a tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezer and child friendly knife when preparing food. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing etc. • Develop skills in throwing and catching balls and negotiating obstacles when holding a ball.

Communication and Language Small Steps
• To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have heard. • To be able to take part in small group discussions using new vocabulary. • To retell familiar stories using their own words or phrases from the book • To talk about how we keep ourselves healthy.

Weekly Focus											
1	2	3	4	5	6	7	8	9	10	11	12
Magic Paintbrush by Julia Donaldson and Joel Stewart			Little Red by Lynn Roberts and David Roberts			The Tiny Seed by Eric Carle			I Will Not Ever Eat A Tomato by Lauren Child		

Summer

Topics	Length
Strength of Mind & Family & Friends	12 weeks

Small Steps
• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools with good control including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. • To be able to form most letters of the alphabet correctly. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Communication and Language Small Steps
• To be able to talk about fiction and non-fiction books using new knowledge and vocabulary. • Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate. • Express themselves using full sentences, including use of past, present and future tenses. • To be able to use conjunctions, with some modelling and support from the teacher. • To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify understanding.

Weekly Focus											
1	2	3	4	5	6	7	8	9	10	11	12
Willy the Wimp by Anthony Browne			The Night Pirates by Pete Harris and Deborah Allwright			So Much by Trish Cooke and Helen Oxenbury			Oi! Frog by Kes Gray and Jim Field		