

Prime Area of learning: **Physical Development**



**Curriculum Overview**

**Three and Four Year-olds:**

<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Lift their head while lying on their front.</li> <li>Push their chest up with straight arms.</li> <li>Roll over: from front to back, then back to front.</li> <li>Enjoy moving when outdoors and inside.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>Sit without support.</li> <li>Begin to crawl in different ways and directions.</li> <li>Pull themselves upright and bouncing in preparation for walking.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>Reach out for objects as co-ordination develops.</li> <li>Eat finger food and develop likes and dislikes.</li> <li>Try a wider range of foods with different tastes and textures.</li> <li>Lift objects up to suck them.</li> <li>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to walk independently – choosing appropriate props to support at first.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>

<b>Observation checkpoint</b>	Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.
<b>Observation checkpoint</b>	Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

**Expressive Arts and Design (link)**

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

In Reception:	Autumn	Spring			Summer	
<b>Gross Motor Skills</b>	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. 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.				<b>Gross Motor Skills ELG</b> Children at the expected level of development will: - 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.	
<b>PE scheme: Arena</b>		Fundamentals of movement	Gymnastics	Dance: Three Little Pigs *See addendum link to EAD	Games	Sports day games and preparation
<b>Further Activities to support</b>	Healthy Movers Yoga	Yoga	Yoga	Yoga	Yoga	Yoga
<b>Health and Wellbeing</b>	Children know and can talk about different factors that support their overall health and well being					
	Children know the importance of:	Regular exercise	Having a good Sleep Routine	Healthy eating	Tooth brushing	Sensible amounts of 'screen time'      Pedestrian safety
<b>Ongoing:</b>	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene					
<b>Small Motor Skills</b>	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.				<b>Fine Motor Skills ELG</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
<b>Curriculum activities to support:</b>	Daily phonic teaching learning the correct formation of letters (see handwriting policy) Spelling test of letter formation prior to starting simple words inline with Letters and Sounds. Weekly Guided writing activity & biweekly 'Proud Cloud' independent work gathering. Opportunities to build hand muscle strength through 'Funky Finger' activities such as Dough Disco , opportunities for fine motor control in CP. Cutler in playdough to practise knife and fork skills. Balls and equipment available during CP and playtimes.				Football club (Summer term)	

