

# **St Charles' Catholic Primary School**

## **Early Years**

### **Physical Development**

### **Nursery**

## St Charles' Catholic Primary School Physical Development Overview

Movement play promoted through sand, water, playdough, malleable and mud kitchen play.

Key skills such as pencil grip and control, scissors and other tools promoted and modelled.

Independence promoted, encouraged and celebrated e.g. dressing, washing and toileting.

Whole school events such as sports day and healthy body and mind events to promote well-being.

RHE curriculum to support personal physical skills such as healthy eating.

Physical Education (PE) curriculum in Reception to develop gross motor skills.

Dough disco and Squiggle while you wiggle programmes to develop fine and gross motor skills.

Targeted whole class, group or individual interventions to support progress in physical development.

Progressive continuous provision curriculum planning that builds on children's interests.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum.

Health professionals and sport specialists in class to support developments of skills and knowledge.

**Characteristics of Learning**  
Our provision promotes engagement, motivation and thinking.

**Parents as Partners**  
We include parents in their child's physical development through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

**Enabling Environments**  
Carefully planned organised and engaging environments to support independent learning through play.



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.

**Statutory Framework**

## Nursery – Physical Development Gross Motor Skills

Prior Learning Birth to 5 Matters	Nursery Birth to 5 Matters and ELG	Reception Birth to 5 Matters and ELG
<p><b>Range 1 - 4</b></p> <p>Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Learn to use the toilet with help, and then independently.</p>	<p><b>Range 4-5</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Range 6</b></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>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.</p>

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian.

Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes
- personal hygiene

**ELG: Gross Motor Skills**

**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.

Adults Role	Learning Environment
<p>Encourage children to transfer physical skills learnt in one context to another one.</p> <p>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they don't need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development</p> <p>– using both fixed and flexible resources, indoors and outside.</p> <p>Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it.</p> <p>Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.</p> <p>Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as the field and Forest school.</p> <p>Explain why safety is an important factor in handling tools, and moving equipment and materials.</p> <p>Have clear and sensible rules for everybody to follow.</p> <p>Be aware that children can be very energetic for short bursts and need periods of rest and relaxation.</p> <p>Value the ways children choose to move.</p> <p>Give as much opportunity as possible for children to move freely between indoors and outdoors.</p> <p>Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.</p> <p>Encourage body tension activities such as stretching, reaching, curling, twisting and turning.</p> <p>Be alert to the safety of children, particularly those who might overstretch themselves.</p> <p>Plan time for children to experiment with equipment and to practise movements they choose.</p> <p>Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'.</p> <p>Motivate children to be active through games such as follow the leader.</p> <p>Talk about why children should take care when moving freely.</p>	<p>Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.</p> <p>Provide safe spaces and explain safety to children and parents.</p> <p>Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.</p> <p>Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.</p> <p>Provide time and space to enjoy energetic play daily.</p> <p>Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</p> <p>Practise movement skills through games with beanbags, cones, balls and hoops. Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching</p> <p>Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</p> <p>Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities.</p>

<p>Plan activities that involve moving and stopping, such as musical bumps.</p> <p>Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?'</p> <p>Talk with children about the need to match their actions to the space they are in.</p> <p>Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.</p> <p>Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p>Plan for a range of activities that develop fine and gross motor skills.</p> <p>Use fine and gross motors skills interventions such as dough disco to support class and groups of children.</p> <p>Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.</p> <p>Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.</p> <p>Talk with children about the importance of hand-washing.</p> <p>Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist.</p> <p>Teach and model the correct way for children to look after their personal hygiene for example washing hands correctly for 20 seconds and Catch it, Bin it.</p> <p>Model the correct use of the snuffle station.</p> <p>Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.</p>	
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Key Skills	What will these skills look like?
<ul style="list-style-type: none"> <li>▪ Can move in different ways</li> <li>▪ Can climb up stairs with alternative feet</li> <li>▪ Can balance on one foot for a short period of time</li> <li>▪ Runs whilst negotiating space and avoiding obstacle</li> <li>▪ Can stand for a moment on one foot</li> <li>▪ Can catch a large ball</li> <li>▪ Can ride a three-wheeled bike</li> <li>▪ Can make large gross motor movements</li> <li>▪ Can take part in team games</li> <li>▪ Can remember a simple sequence of movements to music</li> <li>▪ Can choose the correct resource for a job</li> <li>▪ Can work with others when building with large construction</li> <li>▪ Can share when they are tired, hungry, need to rest or play</li> <li>▪ Can talk about the effects of activity on their body</li> <li>▪ Have control of their bladder and bowel and are independent in toileting most of the time</li> <li>▪ Can independently wash and dry hands</li> <li>▪ Can put on coat with help.</li> <li>▪ Can manage clothes with some help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are able to move on a range of different ways when playing such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>▪ When negotiating steps on the outside stage they use alternative feet to climb</li> <li>▪ When playing a game balance on one leg e.g. when hopping</li> <li>▪ Once modelled and practiced they are able to balance on one foot momentarily</li> <li>▪ When playing are able to catch a large soft ball</li> <li>▪ Are confident riding a three-wheeled bike outside</li> <li>▪ Using material or sticks they are able to use their gross motor skills to make lines and circles</li> <li>▪ When playing they take part in a game of tag.</li> <li>▪ Join in and remember a sequence of actions to a song e.g. head, shoulders, knees and toes</li> <li>▪ When digging a whole they use a spade</li> <li>▪ When playing they work with others to create an obstacle course</li> <li>▪ When running outside they make comment on how their body has changed e.g. 'I am sweating'</li> <li>▪ Uses snuffle station to get a tissue for their nose or coughs into the sleeve to not spread germs</li> <li>▪ Usually use the toilet independently</li> <li>▪ When they go to the toilet they wash and dry their hands independently</li> <li>▪ Can put arms into open-fronted coat when held up by an adult</li> <li>▪ Pulls up own trousers and pulls zipper when it is fastened at the bottom</li> </ul>

## Nursery – Physical Development Fine Motor Skills

Prior Learning Birth to 5 Matters	Nursery Birth to 5 Matters and ELG	Reception Birth to 5 Matters and ELG
<p><b>Range 1-4</b></p> <p>Reach out for objects as coordination develops.            Eat finger food and develop likes and dislikes.            Try a wider range of foods with different tastes and textures.            Lift objects up to suck them.            Pass things from one hand to the other.            Let go of things and hand them to another person, or drop them.            Clap and stamp to music.            Build independently with a range of appropriate resources.            Develop manipulation and control. Explore different materials and tools.            Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.            Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p><b>Range 4-5</b></p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.            Use one-handed tools and equipment, for example, making snips in paper with scissors.            Use a comfortable grip with good control when holding pens and pencils.            Start eating independently and learning how to use a knife and fork.            Show a preference for a dominant hand.            Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.            Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.            Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><b>Range 6</b></p> <p>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.            Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian.</li> </ul> <p><b>ELG: Fine Motor Skills</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing               <ul style="list-style-type: none"> <li>– using the tripod grip in almost all cases;</li> </ul> </li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>

Adults Role	Learning Environment
<p>Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow.</p> <p>You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers.</p> <p>Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> <p>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</p> <p>Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.</p> <p>Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p> <p>Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.</p> <p>Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.'</p> <p>Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p>Plan for a range of activities that develop fine and gross motor skills.</p> <p>Model correct pencil grip.</p> <p>Model correct letter formation.</p> <p>Use fine and gross motors skills interventions such as dough disco to support class and groups of children.</p> <p>Baseline assessment of pencil grip and control to support children's next steps.</p> <p>Use the RWI phonics scheme and rhymes to teach the correct formation of letters in the Spring/Summer term (depending on cohort).</p> <p>Correct and model the correct formation of children's letter formation.</p> <p>Support parents to understand the importance of learning the correct letter formation.</p> <p>Note: From Year 1 children are taught the Nelson handwriting. Teachers handwriting</p>	<p>Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors</p> <p>Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</p> <p>Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.</p> <p>Provide play resources including small world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.</p> <p>Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.</p> <p>Provide a range of left-handed tools, especially left-handed scissors, as needed.</p> <p>Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.</p> <p>Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</p> <p>Display RWI letter and picture frames in the class when children start to learn sounds in the summer term.</p> <p>Ensure continuous provision has a range of opportunities to develop fine motor skills such as tweezers and threading.</p>

should be modelled in this style.

Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.

Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.

Talk with children about the importance of hand-washing.

Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist.

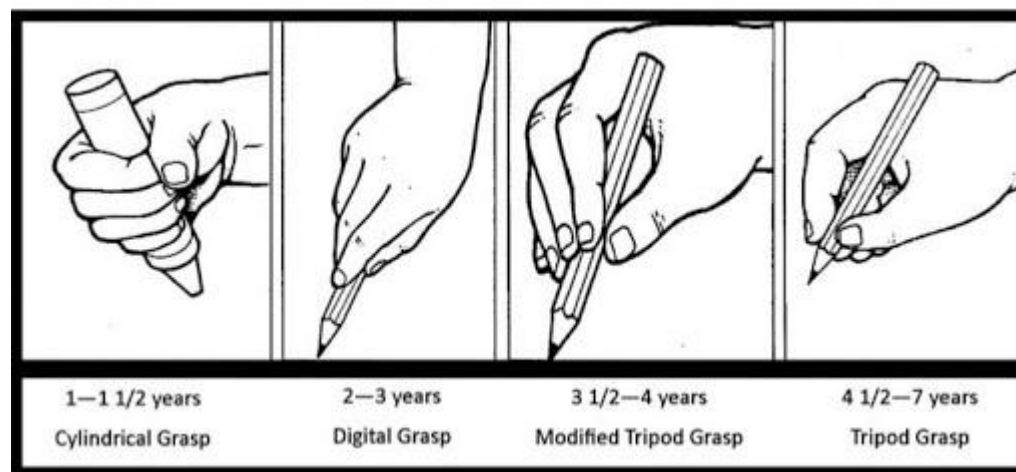
Teach and model the correct way for children to look after their personal hygiene for example washing hands correctly for 20 seconds and Catch it, Bin it.

Model the correct use of the snuffle station.

Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.

Key Skills and Knowledge	What will these skills and knowledge look like?
<ul style="list-style-type: none"> <li>Can use a range of one handed tools such as scissors and playdough cutters to change materials e.g. make snips on a piece of paper.</li> <li>Can choose the correct resource for a job</li> <li>When holding a pencil, they use a thumb and two finger grips.</li> <li>Is able to control a pencil with strength and good grip when marl making</li> <li>Know that tools that need to be used tools and equipment needs to be used safely</li> <li>Can eat independently and is starting to use cutlery</li> <li>Has a preference for a dominant hand</li> <li>Have control of their bladder and bowel and are independent in toileting most of the time</li> <li>Can independently wash and dry hands</li> <li>Can put on coat with help.</li> <li>Can manage clothes with some help</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors effectively to snip paper or cut shapes. Use a range of tools when playing with playdough.</li> <li>When playing with playdough they use a rolling pin to flatten the dough for a cutter</li> <li>Hold a pencil with a comfortable tripod grip which allows them to control the pencil effectively</li> <li>When using a pencil has effective control and pressure to control marks.</li> <li>Know that tools need to be used safely e.g. scissors, handle equipment with care</li> <li>At lunch children use a fork to eat</li> <li>Consistently uses either the left or right hand when using one handed tools</li> <li>Usually use the toilet independently</li> <li>When they go to the toilet they wash and dry their hands independently</li> <li>Can put arms into open-fronted coat when held up by an adult</li> <li>Pulls up own trousers and pulls zipper when it is fastened at the bottom</li> </ul>

### Pencil Grip Progression



## Scissor Skills

Progression of cutting skills	Vocabulary	How to support?
<b>Holds scissors</b> , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
<b>Opens/closes blades</b> (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position
<b>Starts snipping paper</b> (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
<b>Snips paper moving forward</b>	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
<b>Uses helping hand</b> to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
<b>Cuts straight line</b> (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
<b>Cuts curved line</b> (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
<b>Cuts circle shape</b> (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
<b>Cuts square shape</b>	Stop/start, turn, point, corner, pointed, cross,	
<b>Cuts complex shapes</b> , such as figures.	Close to the line, on the line, outline, follow the line, background,	

## Playdough Progression

### The Discovery Stage: Age 3-4



- “piled” and stacked shapes and clumps
- very little detail
- squishing, pinching and poking
- pounding and hitting of playdough pieces with hands and tools

This stage is characterized by the pure sensory experience of the playdough. Attention is on the manipulation and exploration of the playdough for the sheer pleasure of it.

The language of this play at this stage is push, poke, squish, pinch, pound, tall, build, stack, pat, cut, squeeze, squash, bang, clap and tear.

### The Shape and Form Stage: Age 4-5



- simple, recognizable forms
- more detail such as mouth and eyes
- beginning of “rolling” coiled, snake-like forms
- begins to make balls
- rolling out and cutting out of forms from cookie cutters and “pretending”

This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. “Things” are made and destroyed.

The language of this play is the narrative of the imagination and short, long, thin, collect / pick up, fold spread, pinch, tuck, beat, tap, scoop, repeat. Words to support writing/mark making *e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight and cross.*

### Schematic: Age 6-7-years-old



- Standing forms and objects
- attention to the details
- making balls and three-dimensional shapes
- designs that have patterns and repetitions
- Using basic forms to create people and things in vertical position

This stage is characterized by the child's impulse to create. The playdough becomes more clay-like as children build and create people, dogs, and other things from not only their imagination but their daily lives.

The language of this stage is creativity *and* wide, mould. Flatten, pluck, construct, collapse, grip, snip, beat, words to support writing *e.g. arch, flick, under, line, space, neat, below, filter, pipe, fasten, resources and tools.*

## Physical Development Over-arching Theme Curriculum Focus

### Summer 2 Nursery – My Body What can my body do?

Prior Learning	Nursery Birth to 5 Matters	Future Learning (ELG)
<p><b>Range 1-4</b></p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p><b>Range 5</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing</p>	<p><b>Range 6 and ELG</b></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

	and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.
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Key Knowledge	What would this knowledge look like?
<p>Our bodies all have the same parts but they are all unique and different.</p> <p>Body parts include heads, arms, legs, hands, feet, eyes, nose, ears, mouth, teeth, stomach and back.</p> <p>We can use our body parts to different things for example our legs enable us to walk and run.</p> <p>Our bodies have senses. We use our ears to hear, our eyes to see, our nose to smell, our mouth to taste and our hands to touch.</p> <p>There are different ways of moving such as skipping, jumping, rolling and running.</p> <p>Our bodies change as we grow.</p> <p>We need to look after our bodies. To keep healthy, we need to exercise and eat healthy foods, sleep as well as brush our teeth. People need to have good hygiene to ensure that they do not catch or spread germs.</p> <p>Exercise has an effect on our body such as sweating, thirst, changes in breath and temperature.</p>	<ul style="list-style-type: none"> <li>▪ Can name different body parts</li> <li>▪ Can talk about and show the different things they can do with their body</li> <li>▪ Can point to the body parts used for their senses</li> <li>▪ Understand that they need to look after their body</li> <li>▪ Can name some things they need to do to stay healthy</li> <li>▪ Can explain why they need to brush their teeth and wash their hands</li> <li>▪ Can name some healthy and unhealthy foods</li> <li>▪ Can name effects of exercise on their bodies</li> </ul>

Key Skills		What will these skills look like?
<ul style="list-style-type: none"> <li>▪ To be able to point to different body parts</li> <li>▪ To observe the effect of physical activity on their body</li> <li>▪ To be able to identify foods that are healthy</li> <li>▪ To be able to follow instructions to move their bodies in different ways</li> <li>▪ To keep good hygiene practice</li> </ul>		<ul style="list-style-type: none"> <li>▪ Can point to different body parts when singing action songs and in games and activities</li> <li>▪ Can talk about changes in their body after exercise</li> <li>▪ Can sort and match healthy and unhealthy foods</li> <li>▪ Can move in different ways in play and when directed</li> <li>▪ Can independently wash their hands</li> </ul>
Vocabulary	Resources/Equipment	Suggested Visits / Visitors
Body Head Eyes Ears Nose Mouth Teeth Tongue Neck Shoulders Arms Hands Fingers Stomach Legs Knees Feet Toes Healthy Body Exercise Movement Running Skipping Jumping Rolling Sweating Temperature Hot Cold Breath Breathing Thirsty	Physical Activity Resources such as balls and obstacle courses Stopwatches Mirrors Food Real and Role-play resources Hospital/Doctors role-play	Sports Day Journey in Love Farm Visit (Exploring the farm using our senses) Health Eating week (June) Visit from a dental nurse