

Reception Long Term Plan  
Physical Development

	Autumn 1	Spring	Summer / Early Learning Goal
<b>Physical Development</b>  Gross Motor Skills	<p style="text-align: center;"><b>Three and Four-Year-Olds will be learning to</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>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.</li> <li>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.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul> <p><u>Observation Checkpoint</u></p> <ul style="list-style-type: none"> <li><i>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.</i></li> <li><i>Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</i></li> </ul>	<p style="text-align: center;"><b>Children in Reception will be learning to</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p style="text-align: center;"><b>ELG - Children at the expected level of development will:</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> <p>Children will also be consolidating their skills by:</p> <ul style="list-style-type: none"> <li>Continuing to form a range of taught letters with accuracy</li> <li>Managing basic hygiene and personal needs independently on most occasions</li> <li>Developing an understanding that regular exercise, drinking water, making healthy food choices, teeth brushing, hand washing, a good sleep routine and less screen time all add up to a “healthy me.”</li> </ul>
<b>Physical development</b>	<p style="text-align: center;"><b>Three and Four-Year-Olds will be learning to</b></p> <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<p style="text-align: center;"><b>Children in Reception will be learning to</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>	
<b>Physical Development</b>  Fine Motor Skills	<p style="text-align: center;"><b>Three and Four-Year-Olds will be learning to</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and</li> </ul>	<p style="text-align: center;"><b>Children in Reception will be learning to</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p style="text-align: center;"><b>ELG - 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 – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

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	undressed, for example, putting coats on and doing up zips.	<ul style="list-style-type: none"><li>● Forms a range of taught letters with accuracy and care with increasing attention to detail such as size of writing and position on the page.</li></ul>	
Launchpad for Literacy	<p><b>3+ Skills</b></p> <ul style="list-style-type: none"><li>● I can complete a sorting task using tweezers</li><li>● I can thread small beads or complete a threading card I thread and screw nuts, bolts and washer.</li><li>● I paint and draw freely</li><li>● I build structures with blocks, boxes and planks.</li><li>● I use scissors to cut</li><li>● I draw circles and can copy V, H and T</li></ul>	<p><b>4+ Skills</b></p> <ul style="list-style-type: none"><li>● I draw a person on request with heads, legs and body</li><li>● I complete simple jigsaws that contain 6 to 10 pieces</li><li>● I track objects, pictures and text with my finger from left to right.</li><li>● I copy the letters X, V, T, H and O</li><li>● I hold a pencil using a conventional grip</li><li>● I button and unbutton</li><li>● I write one or two letters independently, usually ones from my name</li><li>● I cut on a line continuously.</li><li>● I copy triangles, squares and other geometric shapes.</li></ul>	<p><b>5+ Skills</b></p> <ul style="list-style-type: none"><li>● I complete jigsaws with twenty pieces or more.</li><li>● I thread needles, sew big stitches and make pom-poms.</li><li>● I coordinate shoulder, wrist and finger movements to write, moving across and down the page.</li><li>● I trace with detail</li></ul>