**Frome Valley Reception Long Term Plan**

**Physical Development**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **Physical Development** | 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.** | | | | | |
| **Fine Motor**  *Checking the progress of children’s pencil grip and letter formation continuously. Providing extra support and guidance when needed.*  **Daily Dough Disco**  **Fiddly Finger Fridays** | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Manipulate objects with good fine motor skills.  Draw lines and circles using gross motor movements.  Hold pencil/paint brush - no longer using whole hand grasp  Pencil grip  Teach and model correct letter formation. | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Use tools to effect changes to materials.  Show preference for a dominant hand.  Engage in structured activities and follow guidance to draw, write or copy.  Teach and model correct letter formation. | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Handle tools, objects, construction and malleable materials with increasing control.  Encouragement to draw freely.  Holding small items, button clothing, cutting with scissors. | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Hold pencil effectively with a comfortable grip.  Forming recognisable letters, most of which are correctly formed. | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Continue to develop pencil grip and letter formation.  Use one hand consistently for fine motor tasks.  Cut a long a straight line with scissors / start to cut along a curved line. | Fiddly Fingers activities - threading, cutting, weaving, tweezers, small construction (lego)  Dough Disco (playdough)  Developing muscles to put pencil pressure on paper.  Form letters correctly.  Begin to draw diagonal lines.  Start to colour inside the lines of a picture.  Drawing pictures that are recognisable.  Build things with smaller linking blocks. |
| **Gross Motor**  **Cosmic Kids Yoga - daily 5-10 minutes**  **Danny Go Dance Breaks** | Climbing and jumping – indoor equipment  Different ways of moving to be explored with children  Changing for PE  Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.  Provide regular reminders about thorough handwashing and toileting. | Balance - children moving with confidence  dance related activities  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Obstacle activities  children moving over, under, through and around equipment  Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Dance / moving to music. | Ball skills- throwing and catching.  Skipping ropes in outside area  Dance related activities  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.  Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts. | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking  Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.  Dance / moving to music  Gymnastics ./ Balance | Races / team games involving gross motor movements  Dance related activities  Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.  Gymnastics / Balance |
| **Development Matters 2022: Children in Reception**  • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - 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. | | | | | |