



Physical Development – Prime Area

Gross Motor Skills- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb 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.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

PSHE
 Literacy – Writing
 Art
 PE
 D.T

Observational Check Point -

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

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links
Gross Motor	Can climb stairs using alternate feet Can develop movement (using age appropriate bikes, scooters etc.) Can work with others to manage large items	Can use lots of different ways of moving and travelling appropriately Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Can climb over, under and through obstacles <u>Get Set 4 P.E focus</u>	Can throw, kick, pass and catch a large ball with confidence, precision and accuracy. Can use a bat and hit a target by aiming. Can move and use both large and smaller	Can travel around space and obstacles safely Can show strength, balance and co-ordination in movement Can control a combinations of movements with fluency and ease.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination	P.E: Explore changing direction and dodging. Discover how the body moves at different speeds. Understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Move with some control and balance. Explore stability and landing safely. Know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Demonstrate control

		<p><u>Knows how to move with confidence, imagination & safely.</u></p> <p><u>Shows awareness of space and move with control and coordination.</u></p> <p><u>Knows how to travel in different ways showing spatial awareness</u></p> <p><u>Knows how to change direction whilst travelling</u></p> <p><u>Knows how to change speed whilst travelling.</u></p> <p><u>To use running, balancing, jumping, hopping and skipping.</u></p>	<p>scale equipment (building blocks etc) Can develop my body strength and co-ordination by being highly active every day.</p> <p><u>Get Set 4 P.E focus</u></p> <p><u>Knows how to travel around equipment with coordination and control</u></p> <p><u>Knows how to perform basic core shapes, jump, balance, roll safely in gymnastics.</u></p> <p><u>Knows how to investigate changes in level, shape and speed within dance.</u></p> <p><u>Knows how to apply the skills I have learnt to create a performance.</u></p> <p><u>Explore jumping safely.</u></p> <p><u>Hold a shape to 5 to show my peers/ teachers.</u></p>	<p><u>Get Set 4 P.E focus</u></p> <p><u>Sending:</u> <u>explore sending an object with hands and feet. Know to look at the target when sending a ball.</u></p> <p>-</p> <p><u>Catching:</u> <u>explore catching to self and with a partner. Know to have hands out ready to catch.</u></p> <p>-</p> <p><u>Tracking:</u> <u>explore stopping a ball with hands and feet. Know to watch the ball as it comes towards me and scoop it with two hands.</u></p> <p>-</p> <p><u>Dribbling:</u> <u>explore dropping and catching with two hands and moving a ball with feet. Know that keeping the ball close will help with control</u></p> <p>-</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>in take off and landing when jumping. Know that landing on the balls of my feet helps me to land with control. Begin to explore hopping in different directions. Know that I should hop with a soft bent knee.</p> <p>Show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. Know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p> <p>Roll and throw with some accuracy towards a target. Know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Begin to catch with two hands. Catch after a bounce. Know to watch the ball as it comes towards me.</p> <p>Track a ball being sent directly. Know to move my feet to get in the line with the ball.</p> <p>Explore dribbling with hands and feet. Know that moving with a ball is called dribbling</p> <p>Explore basic shapes straight, tuck, straddle, pike. Understand that I can improve my shapes by extending parts of my body.</p>
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			Perform short phrases of movement in front of others			<p>Perform balances making my body tense, stretched and curled.</p> <p>Know that balances should be held for 5 seconds.</p> <p>Explore barrel, straight and forward roll progressions. Know that I can use different shapes to roll.</p> <p>Explore shape jumps including jumping off low apparatus.</p> <p>Know that landing on the balls of my feet helps me to land with control.</p> <p>Know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p> <p>Copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Understand that actions can be sequenced to create a dance.</p> <p>Explore varying speeds to represent an idea.</p> <p>Understand that I can create fast and slow actions to show an idea.</p> <p>Explore pathways within my performance.</p> <p>Understand that there are different directions and pathways within space.</p> <p>Relationships: Begin to explore actions and pathways with a partner.</p> <p>Understand that when dancing with a partner it</p>
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						<p>is important to be aware of each other and keep in time</p> <p>Perform on my own and with others to an audience.</p> <p>Know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Know that if I use exaggerated actions it helps the audience to see them clearly.</p>
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Fine Motor Skills- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Old

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- 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
- Show a preference for a dominant hand.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

<u>Observational Check Point -</u>						
Observation Checkpoint 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						
	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National Curriculum Links
Fine Motor	Developed their upper arm and shoulder strength. They can crawl, tummy crawl, pull themselves up on a rope.	Show good pencil control when mark making and drawing Use cutlery and other one handed equipment	Use their core muscle strength to have good posture when sitting at a table to write.	Hold a pencil effectively (tripod). Daw and write with accuracy and control using a pencil.	Hold a pencil effectively in preparation for writing (nearly	To sit correctly at a table, holding a pencil comfortably and correctly. To form lower-case letters in the correct direction, starting and finishing in the right place.

	<p>Show a preference for a dominant hand with a comfortable pencil grip.</p> <p>Draw a picture with lines and circles.</p>	<p>including paintbrushes, knives, forks and spoons.</p> <p>Use a range of tools e.g. scissors.</p> <p>Hold a pencil in a tripod grip</p>	<p>Begin to form the sounds c, o, a, d, g, q correctly including the correct directionality.</p>	<p>Correctly form lower case letters including the correct directionality.</p>	<p>always tripod grip)</p> <p>Use a range of small tools e.g. scissors paint brushes, cutlery</p> <p>Begin to show accuracy and care when drawing</p>	<p>To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.</p> <p>To form capital letters consistently and accurately.</p> <p>Use a stencil and sponge to print with paint * Use brushes to make thicker or thinner lines</p> <p>-I can begin to use a running stitch</p> <p>-I can cut fabrics with scissors.</p> <p>-I can use joining techniques to decorate a puppet.</p> <p>- I can explore ways of joining fabrics together: pinning, stapling, gluing</p>
<p>Health and wellbeing</p>	<p>Wash their hands after they have been to the toilet.</p> <p>Wash my hands before they have something to eat.</p>	<p>Make healthy eating choices independently.</p> <p>Talk about why we need to be healthy.</p> <p>Line up in a sensible manner to move around the school in the correct way.</p> <p><u>Knows how to recognise the changes that happen in their bodies when active.</u></p>	<p>Talk about and understand why we need to brush our teeth.</p> <p>Successfully brush my teeth for 2 minutes independently.</p> <p>Make the correct choices with how long they spend looking at a screen and talk about their reasons.</p>	<p>Understand what they need to be a good pedestrian and keep safe on the roads.</p> <p>Talk about how and why they need to sleep. They can talk about the factors that happen when they do not get enough sleep.</p>		<p>Knowledge</p> <ul style="list-style-type: none"> • I know the difference between fruits and vegetables • I know that a blender is used to mix ingredients. • I know that a fruit has seeds, and a vegetable does not. • I can discuss how to make a task safe and hygienic. <p>Skills Design: -I can design a smoothie and a simple smoothie carton packaging.</p> <p>Make:</p>

						<p>-I can chop fruit and vegetables safely to make a smoothie.</p> <p>-I can identify if a food is a fruit or a vegetable.</p> <p>Evaluate:</p> <p>-I can taste and evaluate different food combinations.</p> <p>-I can describe appearance, smell and taste.</p> <p>-I say what I like and dislike about my final product.</p> <p>Understand why we need to wash our hands</p> <ul style="list-style-type: none">• know how germs are spread and how they can affect our health• be able to practise washing your hands• know the differences between healthy and unhealthy choices <p>-know that food is needed for our bodies to be healthy and to grow</p> <ul style="list-style-type: none">• understand that some foods are better for good health than others• be able to list different types of healthy food• understand how to keep yourself and others healthy• know the differences between healthy and unhealthy choices
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						<ul style="list-style-type: none">-understand why we need to brush our teeth• be able to practise brushing your teeth• know the differences between healthy and unhealthy choices• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy
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*Underlined text relates to the PE Curriculum Progression Map & Knowledge Organisers.