

NAWTON AND ROSEDALE ABBEY FEDERATION

ROSEDALE ABBEY CLASS 1 LONG TERM CURRICULUM COVERAGE – YEAR A

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
EYFS	EYFS FOCUS	TRADITIONAL TALES Baseline PSED Traditional Tales Harvest Autumn Halloween	CELEBRATIONS Bonfire Night Nursery Rhyme week Remembrance Hannakah Diwali Christmas	MARVELOUS ME & WHERE IN THE WORLD? Local environment and contrast with Nawton Locations around the world		ANIMALS AND GROWTH First hand experience of the Life cycle of a butterfly and frog	
	Key Texts	Red Hen – story performance	The Christmas Story – story mapping	The Runaway Pancake – story mapping	Naughty Bus – reinventing changing key event	Handa’s Surpsrise - reinventing changing key events/ characters	What am I? - Riddles
	Enrichment Focus	Graze on the Green visit- Bakery	Pantomine	Local walks – Rosedale Abbey/ Nawton		Hatching butterfly eggs/ frogspawn	
	COMMUNICATION AND LANGUAGE - NURSERY	Visit NYC Moile Library monthly					
		Children can listen to stories, songs and rhymes – joining in with repeated refrains and actions. Children are using talk to organise their play, communicate their wants and needs.		Children can stop what they are doing and listen to an adult (switching their attention). Children can take part in a conversation with others Children are speaking clearly (not covering mouths) Children are using 4 – 6 words in sentences		Children can retell a familiar story using simple story language Children can respond to simple why questions or 2 part instructions directed to them. Children are showing an awareness of tenses although they may not be accurate/. Children are using wider vocabulary to describe, recount or retell events.	
ENGLISH	NURSERY LITERACY:READING	Children can handle books with care Children join in with rhymes and repeated refrains in patterned stories Children know there are different types of texts ; fiction, letters, non fiction		Children can identify the character and setting in stories and use new vocab they have acquired in discussions. Children know there are different types of texts ; menus, instructions, labels		Children can handle books with care, turning the pages appropriately Children can retell known stories describing the main events by sequencing pictures or using small world prompts.	
	LANGUAGE COMPREHENSION (Developing a passion for reading)	Children can find their name card (with photo) and adult support Children can recognise environmental print such as logos		Children can recognise words/objects that begin with the same sound Children can recognise there name sometimes with photo prompt Children can recognise environmental print around school		Children can talk about information they have discovered from reading non fiction texts. Children can hear initial sounds in words Children can orally blend simple words	

**WORD READING:
Phase 1 Phonics**
**NURSERY
LITERACY:
WRITING
Transcription
Composition**

Children can make cross lateral movements using streamers, ribbons, copying adults lead with increasing control.
Children show an interest in tracing over their name
Children can trace over the letters in their name.
Drawings represent simple stories/rhymes.

Children can make a variety of marks following the language of direction (up, down, round, back)
Children are more confident in tracing the letters in their name moving onto
Children can copy the letters in their name
Some Children can write their own name

Children can read their own name without a photo prompt
Children can recognise the titles of familiar books
Children can form the letters in their name with accuracy.
Children can orally segment simple words for spelling.
Children create their own stories using small world props/puppets.
Children use their knowledge of letters (maybe not accurately) to create shopping lists or card etc
I can take part in pretend and small world play using objects to represent something else that may not be similar.
I use my own experiences to develop simple storylines.

**NURSERY
EAD: Roleplay and
Small World Play**

Enjoys playing in the home corner with familiar resources
Plays with simple small world (self selects from baskets).
I can explore small worlds such as farms, castles, doll's houses and garages.

Acts out familiar experiences, making tea, using the phone
I can join in with small world play that retells simple stories, events and rhymes.

**RECEPTION
COMMUNICATION
AND LANGUAGE**

Provide Opportunities to . .
Engage in story times so they listen with interest.
Listen to rhymes, poems and songs carefully.
Learn new vocabulary through stories and use this in their retelling.
Understand questions that involve 2 actions.
Describe some events with detail using new vocabulary.
Support children as they . . .
Make friends – developing interactions with peers by starting a conversation and continuing it. Using talk to organise their play.
Develop social phrases – start/end of the day, register, snack and lunch times.

Provide Opportunities to . .
Articulate their ideas, thoughts and points of view in sentences.
Connect one idea or action to another using a range of connectives to use longer sentences of 4 – 6 words.
Listen carefully during discussions.
Listen to non-fiction books and use new vocabulary in conversations.
Support children as they . . .
Listen to others in conversations and support to ensure they respond appropriately..
Express their ideas and feelings about their experiences in the provision.
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Provide Opportunities to . .
Engage in a range of texts so they listen to and talk about texts to develop a deep familiarity with new knowledge and vocabulary.
Ask questions about stories that have been read.
Ask questions in small group discussions.
Offer explanations for why things might happen and use new vocabulary during these discussions.
Talk about the experiences had at different points in the school year (review of learning journal).
Support children as they . . .
Hold conversations with their peers and teachers back and forth.
Speak in full sentences using conjunctions and in the past, present or future tenses
Retell stories using actions, picture prompts
Listen to stories accurately responding to what

**RECEPTION
LITERACY:READING**

Joining in with rhymes and well known stories.
Sequencing familiar
Retell stories using puppets, actions and story maps (Pie-Corbett)

Children record their stories using
Children retell stories with actions and/or picture prompts with more

	<p>LANGUAGE COMPREHENSION Developing a passion for reading</p> <p>WORD READING Delivered through a rigorous phonics programme delivered daily (Read, Write Inc)</p> <p>Children to read 1-1 with an adult each day .</p>	<p>stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p> <p>RWI – Set 1 sounds Assisted Blending using magnetic letters Children can read individual letters by saying the sounds for them</p>	<p>Sequence stories – use vocabulary of beginning, middle and end. RWI – Set 1 sounds Independent blending Sound Blending Books Ditty Mastercopy sheets Children can blend sounds into words. Children can read some diagraphs (th, ch, sh, ng, nk, qu) Children read simple phrases made up of words with known sounds.</p>	<p>pictures and mark making in their play. Show interest and answer simple questions about texts (fiction and non fiction) RWI – Review set 1 sounds intro set 2 (ay,ee,igh, ow,oo,oo) Red Books Children continue to read some diagraphs Children can read a few common exception words linked to RWI Children read simple phrases and sentences made up of words with known sounds.</p>	<p>confidence using story language to sequence the story. Children can name the different parts of books (blurb, index, contents, heading) RWI set 2 sounds (air, ir, ou, oy) Green Books Children continue to read diagraphs Children can read common exception words linked to RWI Children read sentences made up of words with known sounds. Children re-read books to build up their confidence with word reading, fluency and understanding</p>	<p>as a part of a group, using story language when acting out a narrative. Can explain main events of stories saying how a character is feeling. Can recite some rhymes and poems by heart linked to topic. Review set 2 sounds Green/Purple Books Children re-read books to build up their confidence with word reading, fluency and understanding</p>	<p>they hear with relevant comments, questions and reactions using recently acquired vocabulary. Understands that non fiction is information. Can sort books into fiction and non fiction. Set 2 sounds including multisyllabic words Purple/Pink books Children re-read books to build up their confidence with word reading, fluency and understanding</p>
	<p>RECEPTION LITERACY:WRITING Transcription (RWI) Composition T4W used as</p>	<p>Handwriting – letter formation (lower case) Can write their own name. Can segment cvc words using the sounds they know (magnetic letters)</p>	<p>Handwriting – letter formation (lower case) Can segment cvc words and write down the sounds. Can write simple labels and lists using phonic knowledge Story mapping (T4W) orally telling</p>	<p>Handwriting – upper case Hold a sentence – can write simple</p>	<p>Handwriting – Upper Case Hold a sentence Use of Capital Letters and full stops</p>	<p>Handwriting – developing consistency with size and orientation Composing short sentences</p>	<p>Handwriting – developing consistency with size and orientation Composing short sentences. Can read back their</p>

stimulus across the year

Hold a sentence (RWI – Get writing element) will be used to teach the composition of writing)

RECEPTION

EAD Roleplay and small world

story through own pictures.

dictated sentences to develop understanding of structure – embedding finger spaces

Can read back their own writing.

own writing and check it makes sense

Uses set up props to retell known stories and rhymes.

Reinvents new stories based on familiar stories using the props in role play and small world.

Uses own experiences to develop storylines in the role play area

Can use their imagination to develop complex storylines into their play.

Enhances small world with resources they have made or uses resources around the classroom in a creative way. Works as part of a group to retell know stories in the correct sequence using given props or props they have made themselves.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals/Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

MATHEMATICS (RECEPTION)

Match, sort and compare
Talk about measure and patterns
It's me 1, 2, 3
Circles and triangles

Alive in 5
Mass and capacity
Growing 6, 7, 8
Length, height and time

To 20 and beyond
How many now?
Manipulate, compose and decompose
Sharing and grouping

SCIENCE	NURSERY UTW - Natural World	1, 2, 3, 4, 5 Shapes with 4 sides Explore and talk about different forces (pushing and pulling). Explore collections of materials to identify simple properties. I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy. Children use their senses to explore and use technical vocabulary to describe what they find. Children can recognise how the seasons change noticing changes in weather.		Building 9 and 10 Explore 3-D shapes Children use their senses to explore. I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size. I understand that sounds can come from a range of sources.		Visualise, build and map Make connections Can plant a seed and care for a growing plant. Observes and comments on the life cycle of an animal frog/butterfly I can name some animals correctly. I can use simple language to describe animals.	
	RECEPTION UTW – Natural World	Seasonal Changes- Autumn	Explores non contact forces – magnetism, gravity, floating and sinking. – linked to WW2	Seasonal Changes- Winter Explores and talks about changing states (freezing/melting)		Lifecycle of frog/ butterfly Seasonal Changes- Spring	Seasonal Changes- Summer

HISTORY	NURSERY	Can talk about photos/objects from experiences in their own lives (Halloween, bonfire night, Christmas) Can talk about who they are and who they live with (including pets) Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age	Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age	Can talk about photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks)
	UTW PAST AND PRESENT	Can talk about photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks)		
	RECEPTION	Use books, stories and videos to find out about historical figures and events (Remembrance Day) Can talk about historical figures and events (Guy Fawkes). Can identify emergency services and know who to call (Fire Brigade/police/ambulance)	Use books, stories and videos to find out about historical figures and events (Florence Nightingale) Can identify emergency services and know who to call (Ambulance) Can discuss similarities and difference between their own families and others. Can talk about the house where they live and recognise how it may differ to others. I can talk about familiar sounds at home and at school	Use books, stories and videos to find out about historical figures and events (St George) Can talk about historical figures and events (King Charles iii) Can compare and contrast stories, objects and events from past to present (e.g. seaside)
	UTW PAST AND PRESENT			
GEOGRAPHY	NURSERY			
	UTW – Natural World	Can draw and follow simple fictional maps	Know the town or village in which they live and know it is in the country of England. Can compare different environments using simple geographical language. Can compare their way of life to that of a child in a contrasting location in the world. Can name other countries including those they may have visited. Can draw and follow real maps. Can talk about a contrasting place to where they live - London	Can compare different environments using simple geographical language
	RECEPTION			
	UTW – Natural World			

ART AND DESIGN	NURSERY EAD - Painting	<p>Uses ready mixed paints and are able to name colours</p> <p>With close supervision can use the self serve paint bottles.</p> <p>Can hold a thick brush in the palm of their hand</p> <p>Enjoys using hands, feet and fingers to paint</p>	<p>Prints with blocks and sponges.</p> <p>Can hold brushes in the palm of their hand with more control</p> <p>Can squeeze the paint they require into a palette with less adult supervision</p>	<p>Explores mixing primary colours and can say the colours they have made.</p> <p>Can create lines, spots with brushes</p> <p>understand that to print, I must press down and carefully lift off the printing tool.</p>
	NURSERY EAD - Drawing	<p>Makes marks using circles and lines</p> <p>Uses lines to create enclosed spaces and may give meaning</p>	<p>Draws faces with simple features</p> <p>Draws potato people (no neck or body)</p>	<p>Can draw things they observe</p>
	NURSERY EAD - Collage	<p>Can use glue sticks</p> <p>Can describe the different textures</p>	<p>Children collage but product is usually all one texture</p> <p>Children can use glue spatulas with support</p>	<p>Beginning to weave ribbons, paper and materials on a large scale.</p>
	RECEPTION EAD - Painting	<p>Can hold a paintbrush in the correct grip with some reminders.</p> <p>Experiments with using thick and thin brushes</p> <p>Can mix primary colours to make secondary colours (ready mix).</p> <p>Can use colour block palettes to paint with meaning</p> <p>Understands to print that they must press down and carefully lift off with printing tool.</p>	<p>Correctly holds a paintbrush.</p> <p>Uses thin brushes to add detail.</p> <p>Adds white to alter a shade or a tint of paint.</p> <p>Uses colour block palettes to paint bodies and shapes for objects that are appropriate in size and have some features.</p> <p>Can print simple shapes without adult prompting. Can print simple shapes but helped with using the space to build up composition.</p>	<p>Can use good control to correctly hold and paint carefully in the lines.</p> <p>Mixes and matches to a specific colour or shade needed.</p> <p>Can create meaningful pictures when painting, from observation, starting to include finer details.</p> <p>Can independently print clear representations to create full pictures sometimes adding fine detail.</p> <p>Can explore one line symmetry with activities such as folded painted butterflies</p>
	RECEPTION EAD - DRAWING	<p>Draws bodies and faces with some features</p> <p>Draws simple things from memory or uses ideas from objects/pictures.</p>	<p>Draws self portraits and will add features such as eyebrows, teeth, hair</p> <p>Uses sausage limbs when drawing bodies. Bodies are starting to be appropriate in size</p> <p>Beginning to draw simple landscapes, buildings, transport etc</p>	<p>Can draw things they closely observe adding detail.</p> <p>Drawing landscapes, buildings and transport with more detail.</p> <p>Draws fine detailed imaginative worlds.</p>
	RECEPTION EAD - Collage	<p>Can use glue sticks and spatulas independently</p> <p>Can describe and use different textures.</p> <p>Begins to weave in mesh.</p>	<p>Can add other materials exploring texture (Language and vocabulary more specific than Autumn).</p> <p>Can explore holding a sewing needle.</p>	<p>Can make collages and mosaics adding detail with a wider range of textures.</p> <p>Can weave materials on a smaller scale</p> <p>Can begin to use the skill of sewing over and under to make a running stitch with support.</p>

DESIGN AND TECHNOLOGY	NURSERY EAD – Sculpture/ Playdough	Explores clay or dough with different tools. Makes marks in malleable materials	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.
	NURSERY EAD – Sculpture/ Wooden Blocks/ Construction	Builds towers by stacking	I can join construction components by pushing, clicking, twisting, and snapping	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally
	NURSERY EAD – Junk Modelling	Creates my own piece of art -picture or model. I can hold the scissors and open and close the blades I can make small snips into the paper. Uses glue sticks to join pieces.	Creates my own piece of art and gives meaning. I can snip the paper and move the scissors forward. Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick	I can snip the paper and move the scissors forward. Joins items using tapes - masking and Sellotape - cutting lengths needed. I can work with independence to try and develop basic skills.
	RECEPTION EAD - Sculpture	Manipulates malleable materials (rolls, cuts, squashes, pinch, twist) Using malleable materials they can make something with clear intentions	Knows how to secure boxes, tubes and bottles when creating models. Can build simple models using walls, roofs, towers (using construction kits)	Builds models that replicate those in real life using a variety of resources.
	RECEPTION EAD – Sculpture/ Wooden Blocks/ Construction	Can make enclosed spaces and shapes such as walls, tunnels, houses. Can work with my friend and we copy, share and develop ideas together.	Can cover and bridge in my constructions by adding towers, roofs, bridges and more detailed features. Can plan and create collaboratively, sharing ideas with my peers and developing ideas further.	Can adapt and improve models with added features. Add improvements to ensure stability, scale and fit for purpose.
	RECEPTION EAD – Junk Modelling	Can develop and share ideas with support from an adult or my friend. Can cut along paper in a straight line with improving accuracy. Joins items together with glue sticks or tape (tape may need cutting)	Can work with my friend and we copy, share and develop ideas together. Can cut curved lines and simple shapes. Can make something and give meaning to it. Joins items in a variety of ways (tape, hole punch, string, glue)	Can work independently to develop ideas and consider improvements. Can cut around complex shapes. Can make something with clear intentions. Uses a range of joining techniques showing an understanding of choice is fit for purpose. Can explore and add moving parts .

COMPUTING	COMPUTING NURSERY	Will seek to acquire basic skills in turning on and operating some ICT equipment. Shows an interest in technological toys and real objects such as camera, phones etc Can operate simple equipment (beebots, CD player)	Shows an interest in technological toys and real objects such as camera, phones etc	Can operate simple equipment (beebots, CD player)
	COMPUTING RECEPTION	I show an interest in technological toys. I can use the mouse to track the cursor, point and click to make marks I can operate simple equipment. I can use a mouse to click and drag objects. I can independently complete tasks on Purple Mash. I can put my completed work into my 'tray'.	I can complete a simple program on a computer. I can type their name (2 publish) I can recognise that technology is used in places such as homes and schools. I can type labels/captions.	I can log into my own Purple Mash area. I can select and use technology for particular purpose. I can select an appropriate programme. I can select and use technology for particular purpose I can save my work
	COMPUTING EYFS	SMART RULES - I know how to be safe when using technology / I know the SMART rules /To use a digital device if an adult is around/ To tell an adult if they see something on a digital device that upsets them/ To know not to give out any information about themselves/ To know that not everything they see on the internet is true.		
MUSIC	NURSERY EAD – Music	Enjoys listening to music. Responds to music (eg tapping feet, moving body, clapping) Knows and sings along to taught songs and rhymes	Explores musical instruments through banging, tapping, shaking, striking	Can name percussion instruments Can make up their own compositions
	NURSERY EAD – Singing and Dancing	Copies basic actions Can watch performances for a short period of time Copies basic actions and moves to music (not action rhymes)	Can watch performances for a short period of time	Copies basic actions and moves to music (not action rhymes)
	RECEPTION - Charanga	Our World	Big Bear Funk	Reflect, Rewind, Replay
	RECEPTION EAD – Music	Can copy and join in with a simple beat. Can describe the sounds in terms of loud, quiet, fast or slow. Can name a variety of instruments Can talk about how music makes them feel.	Plays a given instrument to a simple beat. Can experiment with playing percussion and body instruments and changing the dynamics, pitch or tempo Can play a simple composition by following a sequence of some simple symbols/pictures Can talk about the emotions in music Sings in a group matching pitch and melody. Can sing whole songs that are familiar to them.	Selects own instrument and plays in time to music, changing tempo and dynamics Beginning to write own compositions using symbols, pictures and patterns. Can listen to a piece of music and recognise some familiar instruments playing. Can say what a piece of music reminds them of. Sings in tune following the melody. Can replicate dances.
	RECEPTION EAD – Singing	Can sing part/most of some familiar songs. Sings in a small group Shares likes and dislikes about a watched	Can copy dance moves	

NURSERY Fine Motor

I can share with others and my peers
I can cooperate with my peers
I can be kind to my peers
I can help and support my peers
I can follow instructions

PSED- Express their feelings and consider the feelings of others.

I can show kind and considerate behaviour
I can express my feelings if I feel hurt or upset by using describing vocabulary
I can talk about my feelings
I can express my opinions

PSED- Identify and moderate their own feelings socially and emotionally.

I can take turns, wait politely and tidy up after myself
I can stay calm in the face of frustration

the class rules

PSED- Manage their own needs.

I know it is important to wash my hands before snacktime as I don't want germs in my tummy as they make me feel poorly
I know the importance of eating plenty of fruit and vegetables

I can manage my own toileting needs

PSED- 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

I know the importance of regular physical activity
I know the importance of healthy eating
I know the importance of brushing my teeth
I know the importance of sensible amounts of screentime
I know the importance of a good sleep routine
I know how to travel safely in my local environment, including:
Staying on the pavement
Holding hands and crossing the road when walking
Stopping quickly when scootering and cycling and being sensitive to other pedestrians

PSED- Show resilience and perseverance in the face of challenge.

I can resolve a problem or difficulty
I know that mistakes are an important part of learning and going back is trial and error not failure
I can recognise things that I have done well
I can talk about my work and play
I am confident to try new activities

I can show independence in a range of circumstances
I can show resilience in a range of circumstances
I can show perseverance in a range of circumstances

Children can choose and use utensils to dig, scoop and pour with control.
Children can make snips with scissors (paper, dough, string)

Children can use tweezers to pick up and move objects.
Children can thread objects such as beads onto string, pipe cleaners etc

Children are holding mark making tools in a tripod grip with good control

	NURSERY		Children can use large muscle movements to wave flags, streamers etc Children can ride the tricycles and scoot self along on scooters Explores throwing and catching different objects and items (eg scarves, bean bags, balls, Bubbles) Can roll balls and equipment along the floor/planks/guttering Can jump on balls of their feet onto targets Explores moving in a variety of ways on the floor (crawling, sliding, walking, running, jumping) Can keep still and hold a frozen shape on 2 feet. Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Taking shoes off and putting them on		Children can throw large balls and bean bags overarm and sometimes at a target They can catch a large ball between extended arms. Can roll balls and equipment towards a target Explores moving in a variety of ways on the floor and some equipment (crawling, sliding, walking, running, jumping) Balance on large patches/ body parts such as the bottom, back, side and front. Jump on the spot with two feet together and land safely. Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, rite or copy. Teach and model correct letter formation.		Children can step up and balance along the trim trail. Children can walk, run or jump along a self made obstacle course maintaining their balance. Throw large balls to a partner with a short distance and to large targets. Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance. Jump with two feet together and jump forwards and backwards. Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike. Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / zips Cutting with Scissors	
	RECEPTION							
	Fine Motor							
	PE		Ball skills – hands and feet		Basketball Dance Gymnastics		Team games Swimming	
	FOCUS						Fundamental Movement Skills - Athletics	
							Tennis Health and well-being	
							Games for Understanding Cricket	