

NAWTON AND ROSEDALE ABBEY FEDERATION

ROSEDALE ABBEY CLASS 1 LONG TERM CURRICULUM COVERAGE – YEAR B

		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	Bakery - visit	Pantomine	Local walks – Rosedale Abbey/ Nawton		Hatching butterfly eggs/ frogspawn	
	COMMUNICATION AND LANGUAGE - NURSERY	Visit NYC Mobile 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.					
ENGLISH	NURSERY LITERACY:READING	Children can handle books with care Children join in with rhymes and repeated refrains in patterned stories		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/.	
	LANGUAGE COMPREHENSION (Developing a passion for reading)	Children know there are different types of texts ; fiction, letters, non fiction Children can find their name card (with photo) and adult support Children can recognise environmental print such as logos		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 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 are using wider vocabulary to describe, recount or retell events. 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. 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 Children can read their own name without a photo prompt	
	WORD READING: Phase 1 Phonics						
	NURSERY LITERACY:	Children can make cross lateral movements using streamers, ribbons, copying adults lead with		Children can make a variety of marks following the language of direction (up, down, round, back)		Children can recognise the titles of familiar books Children can form the letters in their name with accuracy.	

	WRITING Transcription Composition	<p>increasing control.</p> <p>Children show an interest in tracing over their name</p> <p>Children can trace over the letters in their name.</p> <p>Drawings represent simple stories/rhymes.</p>	<p>Children are more confident in tracing the letters in their name moving onto</p> <p>Children can copy the letters in their name</p> <p>Some Children can write their own name</p>	<p>Children can orally segment simple words for spelling.</p> <p>Children create their own stories using small world props/puppets.</p> <p>Children use their knowledge of letters (maybe not accurately) to create shopping lists or cards etc</p>
	NURSERY EAD: Roleplay and Small World Play	<p>Enjoys playing in the home corner with familiar resources</p> <p>Plays with simple small world (self selects from baskets).</p> <p>I can explore small worlds such as farms, castles, doll's houses and garages.</p>	<p>Acts out familiar experiences, making tea, using the phone</p> <p>I can join in with small world play that retells simple stories, events and rhymes.</p>	<p>I can take part in pretend and small world play using objects to represent something else that may not be similar.</p> <p>I use my own experiences to develop simple storylines.</p>

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 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

Listen to stories accurately responding to what 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

RECEPTION LITERACY:READING

LANGUAGE COMPREHENSION Developing a passion for reading

WORD READING Delivered through a rigorous phonics programme delivered daily (Read, Write Inc)

Children to read 1-1 with an adult each day .

Joining in with rhymes and well known stories.

Sequencing familiar stories through the use of pictures to tell the story.

Engage in extended conversations about stories, learning new vocabulary.

RWI – Set 1 sounds

Assisted Blending using magnetic letters
Children can read individual letters by saying the sounds for them

Retell stories using puppets, actions and story maps (Pie-Corbett)

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.

Children record their stories using 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.

Children retell stories with actions and/or picture prompts with more 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						
	RECEPTION LITERACY:WRITING Transcription (RWI) Composition T4W used as stimulus across the year Hold a sentence (RWI – Get writing element) will be used to teach the composition of writing)	Handwriting – letter formation (lower case) Can write their own name. Can segment cvc words using the sounds they know (magnetic letters)	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 story through own pictures.	Handwriting – upper case Hold a sentence – can write simple dictated sentences to develop understanding of structure – embedding finger spaces	Handwriting – Upper Case Hold a sentence Use of Capital Letters and full stops	Handwriting – developing consistency with size and orientation Composing short sentences Can read back their own writing.	Handwriting – developing consistency with size and orientation Composing short sentences. Can read back their own writing and check it makes sense
	RECEPTION EAD Roleplay and small world	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.	

SCIENCE	NURSERY	Explore and talk about different forces (pushing and pulling). Explore collections of materials to identify simple properties.	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.	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.
	UTW - Natural World	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.	I understand that sounds can come from a range of sources.	I can use simple language to describe animals.
HISTORY	RECEPTION	Seasonal Changes- Autumn	Seasonal Changes- Winter	Lifecycle of frog/butterfly Seasonal Changes- Spring
	UTW – Natural World	Explores non contact forces – magnetism, gravity, floating and sinking. – linked to WW2 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 photos/objects from experiences in their own lives “this was me at the farm . (looking through learning journeys/floorbooks)	Explores and talks about changing states (freezing/melting) Can talk about members of their family (parents, grandparents, siblings) Can sequence family members by age	Seasonal Changes- Summer Plants Can talk about photos/objects from experiences in their own lives “this was me at the farm. (looking through learning journeys/floorbooks)
	NURSERY			
	UTW PAST AND PRESENT			
	RECEPTION	Use books, stories and videos to find out about historical figures and events (Remembrance Day)	Use books, stories and videos to find out about historical figures and events (Florence Nightingale)	Use books, stories and videos to find out about historical figures and events (St George)
	UTW PAST AND PRESENT	Can talk about historical figures and events (Guy Fawkes). Can identify emergency services and know who to call (Fire Brigade/police/ambulance)	Can identify emergency services and know who to call (Ambulance) Can discuss similarities and difference between their own families and others.	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)

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

**RECEPTION
EAD - Collage**

Can use glue sticks and spatulas independently
Can describe and use different textures.
Begins to weave in mesh.

are starting to be appropriate in size
Beginning to draw simple landscapes, buildings, transport etc
Can add other materials exploring texture (Language and vocabulary more specific than Autumn).
Can explore holding a sewing needle.

Draws fine detailed imaginative worlds.

Can make collages and mosaics adding detail with a wider range of textures.
Can weave materials on a smaller scale
Can begin to use the skill of sewing over and under to make a running stitch with support.

**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.

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 explore and add moving parts. 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.		
	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
MUSIC	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	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.
	RECEPTION EAD – Singing	Can sing part/most of some familiar songs. Sings in a small group	Sings in a group matching pitch and melody. Can sing whole songs that are familiar to them.	Sings in tune following the melody. Can replicate dances.

RE	NURSERY PC	<p>Shares likes and dislikes about a watched performance</p> <p>People, Culture and Communities</p> <p>Can talk about how other children and families celebrate special occasions that may be unfamiliar to them</p> <p>Diwali</p> <p>Hannukah</p> <p>Christmas</p> <p>Harvest</p> <p>Can talk about the roles of different occupations in the school community eg teachers, cook, etc</p> <p>Can talk about celebrations in their own life.(birthdays, Halloween, bonfire night, Christmas)</p> <p>can comment on <u>recent</u> photographs of experiences in my own life (linked to above)</p> <p>I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom</p> <p>I know that a map has places/features on and what it is used for.</p>	<p>Can copy dance moves.</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Mothering Sunday</p> <p>Easter</p> <p>Ramadan</p> <p>Know there are other places that are similar and different to Nawton.</p> <p>know what type of home I live in, e.g., house, bungalow or flat.</p> <p>I can talk about my home, e.g., what it looks like, and its name, its number or position.</p> <p>I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library</p> <p>Can talk about the different occupations in the community (nurse/doctor/police)</p> <p>can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.</p> <p>I can talk about what daily life is like in our country.</p>	<p>Can talk positively about the differences between people.</p> <p>Know that there are places of worship near to where I live.</p> <p>https://www.bbc.co.uk/iplayer/episodes/b07950p4/our-family- My family (lots of different families for the children to watch and discuss with them)</p> <p>Try to watch a variety- family, race, religion and disability</p> <p>I can follow some positional language such as near, next to, in front of.</p> <p>I can talk about how daily life may be different for other children.</p>
	RE RECEPTION	<p>Which stories are special and why?</p> <p>Which people are special and why?</p> <p>I am aware of the 'pants' rule.</p> <p>I can talk about my feelings by using words such as happy, sad, angry.</p> <p>I know what I can do to calm down if I feel cross.</p>	<p>What places are special and why?</p> <p>What times are special and why?</p> <p>I can select and use resources they need to complete an activity.</p> <p>I have developed a sense of responsibility in the classroom community eg handing out snack</p> <p>I am becoming more confident with unfamiliar people.</p>	<p>Being special: where do we belong?</p> <p>What is special about our world?</p> <p>I can follow instructions in school (not always needing an adult to remind them).</p> <p>I can follow classroom rules and routines.</p> <p>I can help to find solutions to conflicts and rivalries with support from an adult.</p>
		<p>I can manage some of my own personal needs (putting on shoes/coat/washing hands/going to the toilet/using cutlery).</p> <p>I am aware of the PANTS rule</p> <p>PANTS: HTTPS://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>PSHE- Identify and moderate their own feelings socially and emotionally.</p> <p>I can talk about my own feelings</p> <p>I can explain how I think someone would be feeling in a certain scenario</p> <p>I can calm down if I am frustrated and then return to the activity</p> <p>I know when I have not followed the school rules</p>	<p>PSHE- Think about the perspectives of others.</p> <p>I can explain how different characters feel about a challenge in a story and how they overcome them</p> <p>I can explain to others how I thought about a problem or an emotion and how I dealt with it</p> <p>PSHE- Show resilience and perseverance in the face of challenge.</p> <p>I can reflect and self evaluate my own work</p>
	PSHE RECEPTION	<p>PSHE- Build constructive and respectful relationships.</p> <p>I can listen to other, my peers and adults in</p>		

NURSERY Fine Motor

the classroom
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

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

I know why it is important to respect and abide by 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

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

I can set own goals and how to achieve them
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 are holding mark making tools in a tripod grip with good control

	NURSERY Gross Motor		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, write 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 FOCUS	Ball skills – hands and feet	Basketball Dance Gymnastics	Team games Swimming	Fundamental Movement Skills - Athletics	Tennis Health and well-being	Games for Understanding Cricket