

Reception Curriculum Progression & Expectations

Physical Development

Although many of our Reception children attended the school's nursery, there are a number of children that come from other settings. Therefore, working with those settings and completing baseline assessments within the first few weeks is vital in order to give a clear picture of children's starting points.

Physical Development, which includes leading an active lifestyle promotes happy and healthy bodies and minds. Providing children with a range of Gross and fine motor experiences is vital. This begins with the provision of sensory explorations and the development of a child's strength, co-ordination and positional awareness. 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 helps with hand-eye co-ordination which is later linked to early literacy.

Intention

- Children will be able to show good control and co-ordination in movements and use of a range of equipment/tools (gross and fine motor skills).
- Children will be able to hold a pencil effectively with increasing control in order to form recognisable letters which can be read by themselves and others.

Implementation

Term 1		Term 2		Term 3 ELG's	
Expectations	Implementation	Expectations	Implementation	Expectations	Implementation

<p>To learn the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>The children are given opportunities to build on the physical skills they have developed through their Nursery experiences. They practise these skills in PE sessions as well as initiating their own learning in both the outdoor and indoor areas. Children complete obstacle courses, use equipment to transport, stack, climb and balance. Independent challenges allow for children to demonstrate their mastery of a particular skills and showcase this for others to mimic. Adults model movements whilst introducing and encouraging the children to use specific vocabulary.</p>	<p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Adults continue to build on the teaching in Autumn term by supporting children when using and transporting equipment, as well as providing a wide range of mark-making and writing opportunities, using specific resources such as pencil grips for children that need it. Children receive a balance of adult directed and child initiated activities that encourages them to write freely as well as promoting specific guidance on drawing, writing and copying. Children participate in handwriting sessions where they are taught correct letter formation. Pencil control and handwriting skills are checked against developmental continuums to ensure they continue to develop these skills throughout the year.</p>	<p>To negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Children are encouraged to use the available resources to build obstacle courses and to use the space in different ways. Staff may need to give reminders about safety e.g. "what might happen if.." but encourage children to make decisions about safety.</p>
<p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</p>	<p>Children are provided with a range of wheeled resources for them to balance, sit or ride on, or pull and push.</p>	<p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Children participate in a range of games which encourage them to move confidently in a range of ways. For example, when they are playing the Bean game children are encouraged to safely negotiate their space, avoiding any obstacles or their peers. Children use large and small scale equipment to build dens, create balancing beams or even ramps for cars. They are encouraged to transport equipment safely, and to negotiate space when using equipment such as the bikes.</p>	<p>To demonstrate strength, balance and coordination when playing.</p>	<p>Children are given opportunities to access a wide range of resources where they can demonstrate their strength, balance and coordination. Staff provide increasing levels of challenge for children to demonstrate these skills</p>
<p>To 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,</p>	<p>Children will continue to develop their large muscle groups in order to develop the core strength and stability required for small motor movement. Adults teach children how to use equipment safely e.g. holding, carrying and cutting with scissors. Children are provided with opportunities to use these resources and when needed adults</p>	<p>To progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Children are advised to take care and be aware of their surroundings when they are moving freely around spaces. Children are motivated to be active through playing games. They are encouraged to practice moving in different ways, (running, skipping, galloping, hopping etc.) and adults support</p>	<p>To move energetically, such as running, jumping, dancing, skipping and climbing.</p>	<p>Different types of energetic movement is incorporated in to PE lessons. Children are encouraged to practice and apply these skills within outdoor provision</p>

paintbrushes, scissors, knives, forks and spoons.	remind children of appropriate safety measures, encouraging children to use these with increasing independence.		and encourage children to adjust their speed or change direction in order to provide greater challenge with their independent movements.		
To use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.	The furniture in the classroom is appropriate for the age and height of the children, which encourages good sitting. Staff provide children with regular opportunities to develop their core strength, for example through the use of balance bikes.	To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Children are taught the skills of aiming and predicting by using equipment such as balls of varying sizes, beanbags. They also develop their hand-eye co-ordination by working with a partner rolling, throwing and kicking a ball. Children participate in circle time games with the direction of an adult who models specific skills to ensure children maintain a shared attention in order to follow a travelling ball. Adults model techniques how to push, pat, throw, catch or kick a range objects effectively, then encourage children to do the same. As provision changes, these skills are reinforced by using different equipment.	To hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.	Building on from the learning throughout the year, by the summer term children will be automatically using an effective pencil grip when using writing tools, with most of them using a tripod grip.
To develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Children are taught the skills needed in order to effectively develop a range of ball skills e.g. "look where you are throwing, have your hands ready to catch and watch the ball, aim your throw towards the bat" etc. Appropriate resources are provided.	To combine different movements with ease and fluency.	Children are provided with resources that allow them to create their own obstacle course, and staff encourage them to crawl, climb, jump and run. Staff facilitate games that require a quick change of speed or direction, encouraging precision and accuracy.	To use a range of small tools, including scissors, paint brushes and cutlery.	Throughout the year children have been taught how to use small tools and given plenty of opportunities to apply this. Staff will continue to provide support to those that are not using small tools effectively or independently.
To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good	Adults plan and lead discussions about the importance of physical exercise on the body so children understand exercise reduces the risk of becoming ill and by being active they improve their fitness, concentration and general well-being. Children are encouraged to participate in a range of exercise and talk about the effect it is having on their body. Picture books, artefacts such as human body models, large teeth and toothbrush, school nurse, optician, road safety representatives (police/fire-service)	To confidently and safely use a range of large and small apparatus, alone and in a group.	Children are encouraged to use a wide range of equipment and are taught how to use these safely.	To begin to show accuracy and care when drawing.	Children are encouraged to draw, using a range of skills that have been taught. Children are encouraged to talk about their drawing and take pride in their work.

<p>sleep routine - being a safe pedestrian</p>	<p>give talks to the children highlighting good practice with regards to personal health and safety.</p>				
<p>To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Children actively participate in developing a set of class rules within their class. During a series of PSHE circle time sessions they develop an awareness of the need for rules and understand that it is important to follow an agreed code of conduct to live and thrive in a shared community. As children have created their own rules they are given a sense of ownerships and responsibility to follow those rules. Children are taught about the importance of having a healthy diet and this is further reinforced during snack time, lunch time and planned activities. Adults encourage children to talk about their food choices.</p> <p>Children are rewarded/praised for making a positive choice, such as developing patience, turn-taking and self-control when they need to line up and wait. School works closely with parents and the school nurse to help children who are not usually clean and dry through the day.</p>				

Impact

- Children will be able to write across the curriculum and communicate/express themselves through the effective use of a pencil, such as drawing, writing and design.
- Children's understanding of good hygiene, a healthy lifestyle and using equipment safely helps to develop active, healthy and safe practices that the children will adopt now and for the future.