



To be the best we can be: for God, for others and for ourselves

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. By creating games and providing opportunities for play both indoors and outdoors, children can 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**.

| Physical Development                                                                                                                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Fine motor</b><br><b>Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)</b> | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Tripod Pencil Grip<br>Taking shoes off and putting them on<br>Using a knife and fork for cutting / eating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials<br>Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.                | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items / Button Clothing / zips<br>Cutting with Scissors                                                                                                                                                                                                                  | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed                                                                                                                                                                                                                                                                                                                | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors / Start to cut along a curved line, like a circle                                                                                                                                                                                                                                                                     | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Cut a shape out using scissors<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>Draw pictures that are recognisable<br>Build things with smaller linking blocks, such as Duplo or Lego                                                                                                          |
| <b>Gross motor</b><br><br><b>Extra Curricular –</b><br>• PDS Coaching<br>• Diddi Dance Company                                                            | <b>The PE HUB</b><br>• Gymnastics<br>To develop confidence in fundamental movements<br>To experience jumping, sliding, rolling, moving over and under and on apparatus<br>To develop coordination and gross motor skills<br>• Dance<br>Recognise that actions can be reproduced in time to music, beat patterns and different speeds.<br>Perform a wide variety of dance actions both similar and contrasting.<br>Copy, repeat and perform simple movement patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>The PE HUB</b><br>• Gymnastics<br>To develop confidence in fundamental movements<br>To learn and refine a variety of shapes, jumps, balances and rolls<br>To link simple balance, jump and travel actions<br>• Dance<br>Count and move to beats of 8.<br>Copy and repeat movement patterns.<br>Work as an individual, in partners and as a group. | <b>The PE HUB</b><br>• Body Management<br>Explore balance and managing own body inc manipulating small objects.<br>Able to stretch, reach, extend in a variety of ways and positions.<br>Able to control body and perform specific movements on command.<br>• Manipulation & Co-ordination<br>Send and receive a variety of objects with different body parts<br>Work with others to control objects in a space.<br>Coordinate body parts such as hand-eye, foot-eye, over a variety of activities in different ways. | <b>The PE HUB</b><br>• Body Management<br>Explore a variety of rolling, sliding and slithering.<br>Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.<br>Participate in a variety of small group and cooperative tasks.<br>• Manipulation & Co-ordination<br>Coordinate similar objects in a variety of ways.<br>Differentiate ways to manoeuvre objects.<br>Skip in isolation and with a rope. | <b>The PE HUB</b><br>• Speed, Agility & Travel<br>Travel with some control and coordination.<br>Change direction at speed through both choice and instructions.<br>Perform actions demonstrating changes in speed.<br>Stop, start, pause, prepare for and anticipate movement in a variety of situations.<br>• Co-operation & Solve Problems<br>Organise and match various items, images, colours and symbols.<br>Work with a partner to listen, share ideas and question / choose.<br>Move confidently and cooperatively within a space. | <b>The PE HUB</b><br>• Speed, Agility & Travel<br>Participate in a variety of agility based activities moving and controlling objects.<br>Recognise the different between actions such as moving softly, quietly, quickly, powerfully etc.<br>Relate body movements to music and percussion beats.<br>• Co-operation & Solve Problems<br>Copy and repeat various patterns and actions.<br>Continue to work in teams.<br>Solve more complex tasks. |
|                                                                                                                                                           | <b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Outdoor big equipment & climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts as options<br><b>From Development Matters:</b><br>* Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - 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 confidence, competence, precision and accuracy when engaging in activities that involve a ball. * Develop overall body-strength, balance, co-ordination and agility. * Develop the foundations of handwriting style which is fast, accurate and efficient. * Know and talk about the different factors that support their overall health - regular physical activity / healthy eating / toothbrushing / sensible amounts of screen time / good sleep / safe pedestrian. * Further develop the skills they need to manage the school day successfully: lining up / queuing / mealtimes / personal hygiene. |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |