

Reception Curriculum - Physical Development Medium Term Plan				Autumn Term
Reception follow the Letter-join Cursive Handwriting Scheme.				
Reception follow the Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014.				
Wk	Development Matters / ELGs	Learning Outcome	Activities	Vocabulary
1-3	<b>Baseline Assessments</b> See separate assessment plans for Autumn Weeks 1-3.			
4-12	<p><b>Moving and Handling</b></p> <p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Autumn 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Ourselves' Medium Term Plan for all Learning Outcomes.</p> <p>Autumn 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Three Little Pigs' Medium Term Plan for all Learning Outcomes.</p> <p>To hold and use scissors correctly when cutting paper.</p> <p>To begin to hold a pencil with the correct tripod grip.</p> <p>To use anticlockwise movement and retrace vertical lines.</p> <p>To form a range of pre-cursive patterns correctly.</p> <p>To begin to form lowercase letters correctly.</p> <p>To begin to form numbers correctly.</p>	<p><b>Direct Teaching</b></p> <p>Autumn 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Ourselves' Medium Term Plan for all Direct Teaching.</p> <p>Autumn 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Three Little Pigs' Medium Term Plan for all Direct Teaching.</p> <p>Letter-join scheme – Patterns and letter formation</p> <p>Model and teach number formation</p> <p>Daily Dough Disco sessions</p> <p>Large pattern, letter and number formation practise both indoors and outdoors. Adult to model and teach the correct formation.</p> <p>Adult to model holding and using scissors correctly.</p> <p><b>Exploration &amp; investigative play</b></p> <p>Range of funky fingers activities</p> <p>Opportunities for cutting and sticking activities.</p>	<p><b>Direct Teaching resources</b></p> <p>Autumn 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Ourselves' Medium Term Plan for all Direct Teaching resources.</p> <p>Autumn 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Three Little Pigs' Medium Term Plan for all Direct Teaching resources.</p> <p>Letter-join website, IWB, Leckhampton handwriting booklets, Leckhampton number formation booklets</p> <p>Long paint brushes, glittery water, chunky chalks, ribbon sticks, large dice with patterns, letters and number formation</p> <p>Children's safety scissors, variety of paper with lines and shapes to cut</p> <p><b>Exploration &amp; investigative play – resources</b></p> <p>For examples of funky fingers activities see Appendix A: Reception Handwriting and Number Formation Plan</p>

DM statements in non-bold = 40-60 months

**Bold = ELG**

**Purple = Description of 'exceeding'**

	<p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>		<p>Opportunities to construct with junk modelling, a range of construction kits and malleable materials.</p> <p>Teachers to provide opportunities to mark-make and write within areas of provision.</p>	<p>Range of activities to encourage cutting and sticking practise.</p> <p>Junk modelling resources</p> <p>Appropriate construction kits e.g. duplo, mobilo, sticklebricks</p> <p>Playdough, salt dough etc.</p> <p><b><u>Vocabulary</u></b></p> <p>Scissors, cut, snip, finger family names, grip, 'froggy fingers', patterns, letters, lead in, lead out</p>
4-12	<p><b><u>Health and self-care</u></b></p> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>To eat a healthy range of food.</p> <p>To understand what factors can contribute to good health.</p> <p>To transport and store equipment safely.</p> <p>To identify safe and unsafe places to play.</p>	<p><b><u>Direct Teaching</u></b></p> <p>Class or small group discussions/circle time sessions:</p> <p>Discuss the importance of eating fruit and vegetables. Explain why these foods are important and good for our bodies. Have a selection of fruit and vegetables for children to try if they wish. Encourage children to have fruit or vegetables during snack time.</p> <p>Discuss ways to stay healthy. Use the sentence starter "I look after my body by..." Talk about the importance of exercise, having a healthy and balanced diet, having enough sleep and having good hygiene. Ensure the children understand why these things are important for our bodies, and what might happen if we don't have enough/don't do these things.</p>	<p><b><u>Direct Teaching resources</u></b></p> <p>Quiet carpet space</p> <p>Selection of fruit and vegetables</p> <p>Range of equipment that should be transported or stored safely e.g. scissors.</p> <p><b><u>Exploration &amp; investigative play – resources</u></b></p> <p>Relevant resources for chosen tasks.</p> <p><b><u>Vocabulary</u></b></p> <p>Fruit, vegetables, healthy, vitamins, minerals, body, balanced diet, exercise, sleep, hygiene, clean, wash, brush teeth, wash hands, equipment, safe, unsafe, dangerous, travel, transport, store.</p>

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	<p>Practices some appropriate safety measures without direct supervision.</p>		<p>Talk about the equipment within the indoor and outdoor classroom. Which equipment could be unsafe or dangerous? How should we carry them and how should they be stored? E.g. carrying scissors, storing large wooden blocks etc. Model to children how to carry and store equipment safely.</p> <p>Use the sentence starters “A safe place to play is...” and “An unsafe place to play is...” Discuss safe and unsafe places to play and why they are safe/unsafe. Talk about the potential hazards e.g. when playing near a road.</p> <p><b>Exploration &amp; investigative play</b></p> <p>Provide opportunities for children to practice appropriate safety measure without direct supervision.</p>	
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Reception Curriculum - Physical Development Medium Term Plan				Spring Term
Wk	Development Matters / ELGs	Learning Outcome	Activities	Vocabulary
	<p><b><u>Moving and Handling</u></b></p> <p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p>	<p>Spring 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Noah's Ark' Medium Term Plan for all Learning Outcomes.</p> <p>Spring 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Amazing World' Medium Term Plan for all Learning Outcomes.</p> <p>To hold and use scissors correctly when cutting paper.</p> <p>To hold a pencil with the correct tripod grip.</p> <p>To form lowercase letters correctly.</p> <p>To begin to write words using the correct joins between each letter.</p>	<p><b><u>Direct Teaching</u></b></p> <p>Spring 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Noah's Ark' Medium Term Plan for all Direct Teaching.</p> <p>Spring 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Amazing World' Medium Term Plan for all Direct Teaching.</p> <p>Letter-join scheme – Letter formation</p> <p>Adult to model holding and using scissors correctly.</p> <p><b><u>Exploration &amp; investigative play</u></b></p> <p>Range of funky fingers activities</p> <p>Opportunities for cutting and sticking activities.</p> <p>Opportunities to construct with junk modelling, a range of construction kits and malleable materials.</p> <p>Teachers to provide opportunities to write within areas of provision.</p>	<p><b><u>Direct Teaching resources</u></b></p> <p>Spring 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Noah's Ark' Medium Term Plan for all Direct Teaching resources.</p> <p>Spring 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Amazing World' Medium Term Plan for all Direct Teaching resources.</p> <p>Letter-join website, IWB, Leckhampton handwriting booklets,</p> <p>Children's safety scissors, variety of paper with lines and shapes to cut</p> <p><b><u>Exploration &amp; investigative play – resources</u></b></p> <p>For examples of funky fingers activities see Appendix A: Reception Handwriting and Number Formation Plan</p> <p>Range of activities to encourage cutting and sticking practise.</p> <p>Junk modelling resources</p> <p>Appropriate construction kits e.g. mobilo, connecta straws</p> <p>Playdough, salt dough etc.</p>

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	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>			<p>Range of writing resources – pencils, pens, clipboards, paper etc.</p> <p><b>Vocabulary</b></p> <p>Scissors, cut, snip, grip, ‘froggy fingers’, patterns, letters, lead in, lead out, hook</p>
	<p><b>Health and self-care</b></p> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>To know why physical exercise is good for our bodies.</p> <p>To identify potential hazards at home and know how to keep safe at home.</p> <p>To know what to do if I am lost.</p> <p>To know how to behave near traffic to keep myself safe.</p> <p>To know how to cross the road safely with an adult.</p>	<p><b>Direct Teaching</b></p> <p>Class or small group discussions/circle time sessions:</p> <p>Talk about different types of exercise. What do the children enjoy doing? Teach the children why physical exercise is good for our bodies – helps muscles and bones to become stronger, helps you to have a good body weight, helps to improve skills e.g. balance, throwing, catching etc.</p> <p>Look at pictures of different rooms in the house. What hazards can the children see? Talk about why these things could be dangerous and how they could keep themselves safe at home.</p> <p>Show children the image of two children who are lost. What do they think is wrong? Discuss what they think the children should do. What would they do if they were lost? Who would be a good person to talk to? (Police officer, fire fighter, paramedic, doctor, shopkeeper, parent with children etc.)</p> <p>Discuss how to behave near traffic to keep themselves safe. (Use road safety heroes website.)</p>	<p><b>Direct Teaching resources</b></p> <p>Pictures of rooms in the house with hazards</p> <p>Image of two children lost</p> <p>Images of people who help us (when lost)</p> <p><a href="http://www.roadsafetyheroes.co.uk">www.roadsafetyheroes.co.uk</a></p> <p><b>Vocabulary</b></p> <p>Body, exercise, hazards, dangerous, safe, unsafe, lost, help, traffic, hold hands, stop, look, listen</p>

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			Discuss how to cross the road safely with an adult. (Use road safety heroes website.)	
Reception Curriculum - Physical Development Medium Term Plan				Summer Term
Wk	Development Matters / ELGs	Learning Outcome	Activities	Vocabulary
	<p><b>Moving and Handling</b></p> <p><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p><b>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</b></p>	<p>Summer 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Growth' Medium Term Plan for all Learning Outcomes.</p> <p>Summer 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Seaside Theme' Medium Term Plan for all Learning Outcomes.</p> <p>To hop confidently.</p> <p>To skip in time to music.</p> <p>To hold paper in position and write with a preferred hand.</p> <p>To hold a pencil with the correct tripod grip.</p> <p>To form lowercase letters correctly.</p> <p>To begin to join letters correctly.</p> <p>To begin to write words using the correct joins between each letter.</p> <p>To begin to write on lines.</p> <p>To begin to control letter size.</p>	<p><b>Direct Teaching</b></p> <p>Summer 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Growth' Medium Term Plan for all Direct Teaching.</p> <p>Summer 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Seaside Theme' Medium Term Plan for all Direct Teaching.</p> <p>Letter-join scheme</p> <p><b>Exploration &amp; investigative play</b></p> <p>Opportunities to use a range of equipment and tools effectively and with more precision.</p> <p>Opportunities to construct with junk modelling and more complex construction kits.</p> <p>Teachers to provide opportunities to write within areas of provision.</p>	<p><b>Direct Teaching resources</b></p> <p>Summer 1: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Growth' Medium Term Plan for all Direct Teaching resources.</p> <p>Summer 2: The Lancashire County Council Physical Education Early Years and Foundation Stage Scheme of Work 2014. Refer to the 'Seaside Theme' Medium Term Plan for all Direct Teaching resources.</p> <p>Letter-join website, IWB, Leckhampton handwriting booklets</p> <p><b>Exploration &amp; investigative play – resources</b></p> <p>Range of equipment and tools appropriate for chosen tasks.</p> <p>Junk modelling resources</p> <p>Appropriate construction kits e.g. Lego</p> <p>Range of writing resources – pencils, pens, clipboards, paper etc.</p> <p><b>Vocabulary</b></p> <p>Scissors, cut, snip, grip, 'froggy fingers', patterns, letters, lead in, lead out, hook</p>

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	<p><b><u>Health and self-care</u></b></p> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p> <p><b>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</b></p>	<p>To know the importance of a healthy diet.</p>	<p><b><u>Direct Teaching</u></b></p> <p>Class or small group discussions/circle time sessions:</p> <p>Read 'I will not ever, never eat a tomato'. Discuss why it would be better for Lola to eat these foods e.g give us energy, help us to grow, give us vitamins and keep us healthy.</p> <p>Ask the children what different types of food there are. Discuss the different food groups and sort some food into the groups. Explain what each food group does for our bodies. Explain that our bodies need to have all types of food so that it gets everything that it needs. Talk about the importance of eating a variety of different fruit and vegetables, to give our body the different types of vitamins and minerals that it needs. Discuss foods that we should eat less often, because they are high in fats or sugar.</p> <p><b><u>Exploration &amp; investigative play</u></b></p> <p>Opportunities to create a healthy meal with roleplay food or design a healthy plate of food/lunch box.</p>	<p><b><u>Direct Teaching resources</u></b></p> <p>Simple model of the main food groups</p> <p>Examples of food from each group</p> <p><b><u>Exploration &amp; investigative play – resources</u></b></p> <p>Role-play food and plates</p> <p>Paper plates and mixed media to make a plate of 'food'</p> <p>Lunch box template to draw a healthy lunch box</p> <p><b><u>Vocabulary</u></b></p> <p>Fruit, vegetables, protein, carbohydrates, dairy, fats, sugar, healthy, vitamins, minerals, body, balanced diet, grow, energy, strong</p>
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