

### ELG Gross Motor Skills:

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others;

- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

	Autumn	Spring	Summer
Gross Motor Skills	<p>Children know how to sit upright on the carpet or at a table for 10 minutes.</p> <p>Move safely around the space and equipment.</p> <p>Children know how to use a range of large</p>	<p>Children know how to sit upright on the carpet or at a table for 15 minutes.</p> <p>Children know how to demonstrate:</p> <ul style="list-style-type: none"><li>- Jumping</li><li>- Climbing</li><li>- Rolling</li><li>- Balancing</li></ul>	<p>Children know how to sit upright on the carpet or at a table for 20 minutes.</p> <p>Children know how to hop, skip, jump and dance in time to a simple beat.</p> <p>Children know how to :</p> <ul style="list-style-type: none"><li>- Bounce a ball</li></ul>

and small apparatus indoors and outdoors, alone and in a group.

Children know how to ride 3 wheeled trikes and balance bikes independently.

#### Autumn 1- Throwing and Catching Focus

Children know how to:  
Roll equipment in different ways.  
Throw underarm.  
Throw an object at a target.  
Catch equipment using two hands.

#### Autumn 1 Gymnastics Focus

Children will know how to perform:

#### Spring 1 - Competitive Games - Attacking and Defending (Hockey)

Children begin to control a ball with a hockey stick.  
Children know how to move around the playground finding a space.

#### Spring 1 - Circuit Training

Children know how to move finding a space independently and avoiding obstacles

#### Spring 2 - Multi skills (bat and ball).

Children begin to use more control when hitting a ball with a bat.

- Change running direction

Throw, catch, dribble, bat and aim a ball and apply these skills in different active games.

Children know how to move to music finding a space independently and avoiding obstacles  
Children know how to ride a balance

#### Summer 1 - Multi Skills - Running and Jumping (Mini Olympics)

Run in different ways for a variety of purposes.

Jump in a range of ways landing safely.

	<p>Curled side roll (egg roll) Log roll (pencil roll) and Teddy bear roll</p> <p>Standing balances</p> <p>Begin to tiptoe, step, jump and hop</p> <p>Begin to talk about what they have done.</p> <p>Begin to talk about what others have done.</p> <p><b>Autumn 2- Football</b> Follow simple rules.</p> <p>Participate in simple games.</p> <p>Move a ball in different ways,</p>	<p><b>Spring 2 - Dance</b> Children know how to move around the hall/playground finding a space to perform movements (away from others)</p> <p>Children begin to sequence two movements together. Describe how the body feels when still and when exercising.</p> <p>Children can join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Begin to create a short movement phrase which demonstrates their own ideas.</p>	<p><b>Gymnastics</b> Rolls - Curled side roll, log roll and teddy bear roll. Straight jump, tuck jump, jumping jack and half turn jump.</p> <p><b>Summer 2 - Multi Skills - Sports Day</b> Run in different ways, jump in a range of ways landing safely. Throwing - throw underarm and overarm. Throw at a target.</p> <p><b>Multi Skills/Fundamental Skills - Yoga</b> Standing balances. Control my body when performing a sequence of movements.</p>
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including bouncing and kicking.  
Kick an object at a target.

### Autumn 2 - Dance

Begin to describe how the body feels when still and when exercising.

Begin to join a range of different movements together.

Begin to change the speed of their actions.

Begin to change the style of their movements.

Begin to create a short movement phrase

Children know how to ride 3 wheeled trikes around a set of obstacles.

Talk about what they and others have done.

Describe how the body feels when it is still and moving.

	<p>which demonstrates their own ideas.</p>		
<p>Fine Motor Skills</p>	<p>Children know how to hold a pencil or paintbrush using a tripod grip to make marks or draw pictures.</p> <p>Children know how to manipulate a range of tools with adult support</p> <p>Children are learning how to form letters correctly following a letter formation guide (RWI)</p> <p>Children know how to safely hold scissors and cut in a straight line.</p>	<p>Children know how to form letters using letter formation prompts.</p> <p>Children know how to use a paintbrush to make clear marks and pictures.</p> <p>Children know how to hold scissors correctly to cut along a range of curved lines.</p> <p>Children know how to use individual fingers during dough disco</p> <p>Children know how to begin to use moulding tools to make marks in dough/sand.</p>	<p>Children know how to form letters unaided, writing on a line.</p> <p>Children know how to use a small paintbrush with control and precision.</p> <p>Children know how to use a range of tools competently and confidently Children know how to neatly cut around different shapes and lines.</p> <p>Children know how to use clay tools with control to make models. Children know</p>

	<p>Children know how to shape dough/sand using their hands (dough disco: roll, splat squeeze)</p> <p>Children know how to roll dough out and use simple cutters.</p> <p>Children are beginning to hold a knife and fork correctly. Children know how to cut up simple foods with a knife (e.g. fish fingers) Support during lunchtimes and Roots to Food</p>	<p>Children know how to navigate a range of tools including iPad and laptops with some support</p> <p>Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.</p>	<p>how to use a knife and fork with control.</p>
<p>Health and Hygiene</p>	<p>Children know how to get into a line, standing one behind the other (Collective Worship, fire drill, playground and lining up for dinner)</p>	<p>Children know how to wash their hands independently. Children know how to manage their own toileting independently.</p>	<p>Children know how to talk about:</p> <ul style="list-style-type: none"> <li>- How to cross the road safely</li> <li>- Why a good night's sleep is important</li> <li>- Screen time at home</li> </ul>

	<p>Children know how to wash their hands with supervision.</p> <p>Children know how to manage their own toileting mostly independently.</p>	<p>Children know why we brush our teeth and begin to brush their teeth independently.</p> <p>Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books)</p>	<ul style="list-style-type: none"><li>- Why we brush our teeth</li><li>- How exercise affects our body</li><li>- What foods are healthy for us.</li></ul>
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