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| **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, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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 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.** |

**Reception Curriculum – Physical Development**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Welcome to Reception! | Celebrations | Traditional Tales | Where we live | The Rainforest | Castles |
| **Gross Motor Skills**  **(see also P.E. planning)** | Learn how to find a space and negotiate space around them when running and playing.  Revise and refine previously learned movements:  rolling • crawling • walking • jumping • running • hopping • skipping • climbing | Negotiate both space and obstacles when running and playing.  Move in a wider range of ways such as jumping, hopping and skipping. | 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 and sport. |  |  |  |
| **Fine Motor Skills** | Show a preference for RH or LH when using a pencil.  Develop pencil grasp – usually tripod grip.  Begin to draw objects, people and places, and to copy shapes and letters. | Develop use of tools including cutlery, dough tools, scissors, paint brushes, etc.  Begin to show more accuracy when forming letters and drawing.  Continue to develop fine motor skills through play – small world, dough, puzzles, etc. |  |  |  |  |