

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> • Moving and handling: 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. 	<ul style="list-style-type: none"> • Run safely on whole foot • Squat with steadiness to rest or play with an object on the ground and rise to feet without using hands • Climb confidently and pull themselves up on play equipment • Kick a large ball • Turn pages in a book • Show control in using jugs to pour, hammers, books and mark making tools • Begin to use 3 fingers to hold writing tools • Imitates drawing simple shapes such as circles and lines • Begin to show preference for dominant hand • Move freely with pleasure and confidence in a range of ways • Run skilfully and negotiate space successfully • Catch a large ball • Stand momentarily on one foot • Use one handed tools and equipment • Copy some letters 	<p>Take part in dance and P.E. sessions with our coaches; following routines, running around safely negotiating space, balancing, stretching and moving in different ways. Follow the leader marching outside for Grand Old Duke of York</p> <p>Play with balls and practise throwing and catching activities. Develop confidence when using outdoor equipment; bikes, hoppers, balancing toys and scooters.</p> <p>Play catching and throwing games with large and small balls and bean bags.</p> <p>Explore what hands can do to squeeze, roll and flatten play dough.</p> <p>Use small world and construction toys.</p> <p>Use climbing equipment outside for sliding, crawling, climbing and jumping.</p> <p>Use wet sand to make hills. Can you make a hill that is higher than mine? Put toy people in the sand to climb the hills reinforcing positional language.</p> <p>Use a variety of mark making equipment – brushes, squeezey bottles, chinks, pens, sponges etc</p> <p>Try out a range of 'Funky fingers' activities.e.g. threading, pin boards, using hole punches etc</p> <p>Use pens and pencils. Encourage correct grip and letter formation. Name writing and practise writing phase 2 letters as they are introduced.</p> <p>Practise cutting along lines and around shapes.</p> <p>Use the mouse on the PC's to select on screen objects.</p>

<ul style="list-style-type: none">• Health and self-care: 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.	<ul style="list-style-type: none">• Drink without spilling• Clearly communicate their need for the toilet• Recognise danger and seek the support of an adult• Dress with help• Wash and dry hands• Understand how to use tools and equipment safely• Tell adults when hungry or tired	<p>Use playground chalk to draw a large web outside. Encourage the children to move around the web lines in different ways. Use a large outline of a sheep outside (or draw one in chalk on the playground). Cover the sheep in shaving foam then 'shear' with tools.</p> <p>Go to the toilet and wash hands independently Drink carefully from a cup at snack/lunchtimes Look at the difference between raw and hard boiled eggs. Encourage the children to try egg sandwiches at snack time. Communicate needs e.g. hunger, tiredness, feeling unwell. Get changed for dance and P.E. sessions. Learn about the safe use of equipment and the importance of keeping safe. Encourage children who stay to try new foods at lunchtimes.</p>
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