

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> <li>• <b>Moving and handling:</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.</li> <li>• <b>Health and self-care:</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.</li> </ul>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</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>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>Experiment with travelling and balancing using different body parts and move in different ways.</p> <p>Play with balls and compare the way they move when they are thrown and kicked.</p> <p>P.E. with coach David every Wednesday morning</p> <p>Explore what hands can do to squeeze, roll and flatten play dough. Use traditional tales playdough mats.</p> <p>Thread laces through holes in shoe shapes and practice tying them.</p> <p>Use hands to knead and shape bread for snack time.</p> <p>Use small world and construction toys – give tasks e.g. make different sorts of houses</p> <p>Use climbing equipment outside for sliding, crawling, climbing and jumping</p> <p>Cut along straight and curved lines, holding scissors correctly. Colour and cut out different shaped sweets and biscuits for a gingerbread house</p> <p>Cut out different types of shoes from catalogues e.g. slippers, trainers, shoes, boot, wellies, sandals. Sort them into different sets</p> <p>Punch holes in ‘clothes’ for the elves and thread wool through the holes.</p> <p>Use clatter bridge outside for 3BGG story</p> <p>Hold pens and pencils with a tripod grip and improving control</p> <p>Handwriting patterns linked to stories e.g patterns on Gretel’s dress</p> <p>Write letters (regular practice of name) with an emphasis on</p>

**Medium Term Planning      Nursery and Reception      St Michael's Nursery & Infant School**  
**PRIME AREA - Physical Development      Spring 1 Traditional Tales      Mrs C Sloan**

	<p>Begins to form recognisable letters.          Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.          Can usually manage washing and drying hands.          Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.          Eats a healthy range of foodstuffs and understands need for variety in food          Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>correct formation – focus on letter families – use penpals          Use a variety of mark making equipment – brushes, squeeze bottles, chalks, pens, sponges etc          Go to the toilet and wash hands independently          Drink carefully from a cup at snack/lunchtimes          Communicate needs e.g. hunger, tiredness, feeling unwell          Change independently for P.E. and fasten coats, put on scarf, gloves etc          Talk about how sweets and biscuits should be eaten in moderation. Do the children know which foods are less sugary? Encourage children to try different foods at lunchtimes.          When making bread, make white and wholemeal and compare/talk about healthier options.          Make and try different sorts of bread and express likes/dislikes</p>
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