

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>Can catch and kick a large ball</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</p>	<p>WEEK 1 – Pets/ Vets  WEEK 2 – Zoo animals  WEEK 3 – Farm animals  WEEK 4 – Wild animals in depth (links to zoos – but in more depth about their natural environment).</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>Use climbing equipment outside for sliding, crawling, climbing and jumping</p> <p>Animal Boogie. Play the CD of the song encouraging the children to move in the ways shown on the DVD and also with some of their own moves.</p> <p>P.E. with David Wise Thursdays mornings.  Dance with Miss Rachel – Monday mornings.  Sport Relief day of sport – circuits/sponsors – are we doing this? Check.</p> <p>Pet colouring pictures and animal stencils on writing tables.  Cut along straight and curved lines, holding scissors correctly.</p> <p>Hold pens and pencils with a tripod grip and improving control</p> <p>Threading strings of fine beads on elastic to develop hand eye coordination. Use a range of funky fingers activities with all children.</p> <p>Make animal biscuits using cutters. Roll out the dough or flatten with hands.</p>

**Medium Term Planning      Nursery**  
**PRIME AREA - Physical Development**

**St Michael's Nursery & Infant School**  
**Spring 2 Animals**

**C. Sloan**

	<p>lines. 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. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks</p>	<p>Enjoy small world play with zoo and domestic animals Use Pets and Jungle animal playdough mats Make our own very hungry caterpillars from play dough and pipe cleaners. Add green shapes onto the pipe cleaners to make caterpillars. Paint a class picture of the very hungry caterpillar for our display. Add yellow and orange finger paints to a big cut out circle for the sun, earthy colours for the ground and then green for the caterpillar. Cut and stick very hungry caterpillars. Use gummed or tissue paper circles to make caterpillars Write letters (regular practice of name) with an emphasis on correct formation – focus on letter families – use penpals Use a variety of mark making equipment – brushes, squeeze bottles, chinks, 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 Try new foods at lunchtimes, understanding why they need to choose vegetables/salad bar as part of a healthy diet Be aware of others when using the climbing frame, balls, bikes etc</p>
--	---	--