

**Medium Term Planning      Reception      St Michael's Nursery & Infant School**  
**PRIME AREA - Physical Development      Spring 1 Traditional Tales      Sarah Ives**

<b>Early Learning Goals</b>	<b>Learning Objectives</b>	<b>Learning Activities/Experiences</b>
<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 gingerbread man shapes.</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.</p> <p>Hold pens and pencils with a tripod grip and improving control</p> <p>Use a variety of funky finger activities – tweezers, small construction, threading, placing small beads and buttons</p> <p>Handwriting patterns linked to stories</p> <p>Write letters (regular practice of name) with an emphasis on correct formation – focus on letter families – use penpals</p> <p>Use a variety of mark making equipment – brushes, squeeze bottles, chalks, pens, sponges etc</p> <p>Go to the toilet and wash hands independently</p> <p>Drink carefully from a cup at snack/lunchtimes</p> <p>Communicate needs e.g. hunger, tiredness, feeling unwell</p> <p>Change independently for P.E. and fasten coats, put on</p>

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	<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>scarf, gloves etc          Encourage children to try different foods at lunchtimes.          Mix ingredients to make gingerbread men</p>
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