

	Autumn Term	Spring Term	Summer Term
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>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, sport and swimming.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>ELG Gross Motor Skills</u></b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b><u>ELG Gross Motor Skills</u></b> Demonstrate strength, balance and coordination when playing.</p> <p><b><u>ELG Gross Motor Skills</u></b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Attempts to use a tripod grip with some consistency.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p>	<p><b><u>ELG Fine Motor Skills</u></b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b><u>ELG Fine Motor Skills</u></b> Use a range of small tools, including scissors, paintbrushes and cutlery.</p>

	<p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Has developed dexterity for threading small items and manipulating small objects.</p>	<p><b><u>ELG Fine Motor Skills</u></b> Begin to show accuracy and care when drawing</p>
<p><b>Health and Self-Care</b></p>	<p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal; hygiene</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy heating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of ‘screen time’</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> <p><b>No ELG relating to Health and Self-Care</b></p>

<p><b>3 and 4 year olds</b></p>	<p><b>Pupil will be learning to:</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>2. Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>3. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>4. Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>5. Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>6. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>7. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ol>
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	<ol style="list-style-type: none"><li>9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li><li>10. Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>11. Use a comfortable grip with good control when holding pens and pencils.</li><li>12. Start eating independently and learning how to use a knife and fork.</li><li>13. Show a preference for a dominant hand.</li><li>14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li><li>15. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>16. Make healthy choices about food, drink, activity and toothbrushing.</li></ol>
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