



Subject : Physical Development

- Moving and Handling
- Health and Self Care

Links to: PE

Term: Autumn, Spring, Summer

Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

Physical Development

Statements: 3-4

• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.

Reception

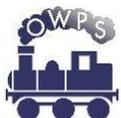
• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

ELG –

Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

 Vocabulary PD: Moving and Handling	 Knowledge Children will know that...	 Understanding Children will understand	 Skills What children will be able to do
<p>PE</p> <p>Balance: Maintain a steady position so that you do not fall.</p> <p>Obstacles: Something that blocks one's way or prevents or hinders progress.</p> <p>Speed: The rate at which someone or something moves.</p> <p>Adjust speed: Alter speed slightly in order to suit purpose.</p> <p>Direction: The course along which someone or something moves.</p> <p>Equipment: The necessary items for a particular purpose.</p> <p>Control: Managing the direction an object is moving.</p>	<p>Italics taken from the school's PE planning.</p> <p>They can move in different ways.</p> <p><i>That not crossing legs when changing direction helps them to maintain balance.</i></p> <p>To bend their knees when landing.</p> <p>You need to be aware of other people and objects when moving at speed.</p> <p>To react to variables and maintain balance whilst moving in a range of directions and stopping with competency.</p> <p>How to match their actions to the space they are in.</p> <p>They need to follow instructions when using equipment.</p> <p>They need to collaborate when throwing, rolling, fetching and playing receiving games, encouraging children to play with one another once their skills are sufficient.</p>	<p>Children will understand</p> <p>How to move in different ways depending on the instruction or activity.</p> <p>How to jump off an object and land safely.</p> <p>How to avoid people and obstacles when travelling at speed.</p> <p>How to travel around obstacles with confidence.</p> <p>How to control equipment with increasing confidence e.g. in pushing, patting, throwing, catching or kicking it.</p> <p>How to throw and catch successfully taking into account your dominant hand.</p>	<p>Activities in FS at OWPS</p> <p>Autumn term</p> <ul style="list-style-type: none"> • Take part in 'Under the Sea' unit (PE Planning) • Take part in 'Autumn' unit (PE Planning) • Take part in 'Celebrations' unit (PE Planning) • Throwing and catching games during free flow play with an adult. • Play games that involve taking turns and listening to instructions during free flow play. • Jump off of different equipment during free flow play. (outside area- crates, wooden blocks, tree climbing). • Take part in activities that promote balance such as beam walking, balance bikes. • Use the sports equipment to practice pushing, throwing, patting catching and kicking. <p>Spring term</p> <ul style="list-style-type: none"> • Take part in 'The Jungle' unit (PE Planning) • Take part in 'Growing' unit (PE Planning) • Take part in 'White (Christmas)' unit (PE Planning) • Throwing and catching games during free flow play with an adult. • Play games that involve taking turns and listening to instructions during free flow play. • Jump off of different equipment during free flow play. (outside area- crates, wooden blocks, tree climbing). • Take part in activities that promote balance such as beam walking, balance bikes. • Use the sports equipment to practice pushing, throwing, patting catching and kicking.



	<p>Objects can be thrown under-arm in a general direction with a degree of success (i.e – Forwards) using a dominant hand.</p>		<p>Summer term</p> <ul style="list-style-type: none"> • Take part in 'People who help us' unit (PE Planning) • Take part in 'On the farm' unit (PE Planning) • Take part in 'At the beach' unit (PE Planning) • Throwing and catching games during free flow play with an adult. • Play games that involve taking turns and listening to instructions during free flow play. • Jump off of different equipment during free flow play. (outside area- crates, wooden blocks, tree climbing). • Take part in activities that promote balance such as beam walking, balance bikes. <p>Use the sports equipment to practice pushing, throwing, patting catching and kicking.</p>
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 <p>Vocabulary</p> <p>PD: Health and Self Care</p>	 <p>Knowledge</p> <p>Children will know that</p>	 <p>Understanding</p> <p>Children will understand</p>	 <p>Skills</p> <p>What children will be able to do</p> <p>Activities in FS at OWPS</p>
<p>Healthy: When you are in a good physical or mental condition; in good health.</p> <p>Hygiene: Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p> <p>Balanced diet: A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.</p>	<p>A plate of different foodstuffs is needed for a healthy lifestyle.</p> <p>Some foods should be eaten less often such as sugary food.</p> <p>A rainbow of different coloured fruit and vegetables should be eaten daily.</p> <p>They need to use the toilet during the day to stop any accidents.</p> <p>Exercise, its effect on their bodies and the positive contribution it can make to their health.</p> <p>Going to bed at a sensible time is good for your health.</p>	<p>What foods help to make up a balanced diet</p> <p>What food should be eaten as a treat</p> <p>What a healthy range of fruit and vegetables look like</p> <p>How to use the toilet independently?</p> <p>How exercise helps to keep us healthy</p> <p>Why sleep is good for us</p> <p>Why having good hygiene is good for our bodies</p> <p>Why and how use equipment safely during free flow play</p> <p>How and why it is important to follow instructions</p> <p>How to manage risks during free flow play?</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Talk about the benefits of personal hygiene. • Talk about the benefits of keeping our hands clean and the importance of regular hand washing. • Why do we wash our hands after going to the toilet? • The importance of sleep. • How we know we are tired and how to promote rest. • Make dream catchers to promote a restful sleep. <p>Spring term</p> <ul style="list-style-type: none"> • Take part in weekly PE lessons to promote a healthy lifestyle. • Talk about a healthy diet and take part in activities that embed this lifestyle. • Promote a healthy lifestyle and sensible eating.



Keeping your body clean and brushing your teeth helps to keep your body healthy.

They need to listen to instructions and advice when using new equipment.

The best way to manage risks and make sensible choices.

Summer term

- Take part in weekly PE lessons to promote a healthy lifestyle.
- Talk about a healthy diet and take part in activities that embed this lifestyle.
- Promote a healthy lifestyle and sensible eating.
- Talk about a healthy diet and take part in activities that embed this lifestyle.
- Learn about the benefits of eating fruit and vegetables.
- What is a balanced diet?
- What does a healthy plate look like and activities to promote this?
- What food we should eat less of and why?

