

<p>PD</p> <p><u>Moving and Handling</u></p>	<p>Nursery Skills</p>	<p><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> • 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. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<p>Reception Skills</p>	<p><u>Development Matters 40-60months</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal 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.</p>
<p>Autumn 1</p> <p>Environment</p>	<p>To be able to walk, run, jump with increasing control e.g. not falling over or bumping in to anything</p>	<p>Space for children to explore both outside and inside</p> <p>Exploring the wild area</p> <p>Access to the IWB and messy area via the step</p>	<p>To show a preference for a dominant hand</p> <p>To be able to experiment with different ways of moving.</p>	<p>Topic: <i>We've Got the Whole World in our Hands</i></p> <p>Writing opportunities both inside and outside the classroom</p> <p>Outdoor playground with monkey bars, hills and climbing equipment</p> <p>Gross motor resources such as skipping ropes, blocks</p>
<p>Activities</p>	<p>To climb and mount stairs using alternate feet</p> <p>To walk downstairs, two</p>	<p>Allowing the children to move freely and explore the space provided.</p> <p>Children will have access to the outdoor area where they can walk up and down the hills and step in and out of the sandpit.</p>	<p>To try and jump off an object and land appropriately</p>	<p>Children always have access to a range of equipment such as balance boards, stilts and blocks in the outdoor learning area.</p> <p>They can use the tyres to jump or crawl through.</p> <p>Children can make an obstacle course with the loose parts.</p>

	feet to each step while carrying a small object.	<p>Children will have the opportunity to attempt to climb in the house and do the monkey bars.</p> <p>Children will have access to the wild area and will be able to run and walk on different surfaces e.g. rocky area, grass, logs.</p> <p>Adults will model how to be safe when moving around the environment.</p> <p>Adults will model language such as faster and slower. Key Vocabulary: move, climb, walk, run</p>		<p>Children can explore different types of mark making materials e.g. such pencils, pens, crayons, chalks.</p> <p>Children can draw their own hop scotch game.</p> <p>Children can jump and mark how far they are have jumped, then compare it to other children.</p> <p>Adults will model outside different ways of moving.</p> <p>Adults can teach children games like 'Simon says' with movement. Key Vocabulary: jump, move,</p>
What you will see		<p>Children moving at different speeds around the learning space.</p> <p>Children outside climbing and use equipment effectively.</p>		<p>Children mark making in the environment and starting to use a preferred hand.</p> <p>Children using the equipment to support the development of their gross motor skills.</p> <p>Children accessing the main playground during break and lunch time.</p>
Autumn 2 Environment	<p>To negotiate space when running e.g. running around objects</p> <p>To adjust speed, movement when travelling</p> <p>To use whole body movement to create clockwise and anticlockwise circles</p>	<p>Different level furniture e.g. table and chairs, cushion on the floor, bench.</p> <p>Large portable equipment children can move about.</p> <p>Set areas in the classroom for children to go to and take part in an activity.</p>	<p>To use simple tools to effect changes to materials</p> <p>To begin to form recognisable letters</p>	<p>Topic: Let's Celebrate</p> <p>A range of writing resources in the environment paints, chalks, pens, pencils</p> <p>A range of creative table to support fine motor e.g. scissors, glue, sellotape</p> <p>Opportunities for mark making in the environment</p> <p>Letters displayed in the classroom</p> <p>Sound mats and other writing resources easily accessible</p> <p>Children's mark making on display</p>
Activities	<p>To be able to sit down and get up with control and</p>	<p>Children to have running races outside and play chase games.</p> <p>Children can listen to different types of music and create movement</p>		<p>Children have to cut around shapes and letters on paper.</p> <p>Children can explore using different types of scissors that have a different effects.</p>

	without the use of hands	<p>Children will sit on the carpet for learning, children may sit in a circle or row adults support this.</p> <p>Playing 'Simon says' with movements.</p> <p>Key Vocabulary: circle, speed, slow, fast,</p>		<p>Children will trace over letters and use phonic sound rhyme to support.</p> <p>Children can write on whiteboards, on the floor with chalk, on paper.</p> <p>Children can practise the sound of the day on a white sheet of paper daily.</p> <p>Adults will support children by modelling how to use tools effectively to write letters.</p> <p>Children can go to the name writing table to practise their name every day.</p> <p>Key Vocabulary: equipment, letter, material</p>
What you will see		<p>Children independently accessing the set up areas.</p> <p>Children moving freely inside and outside the classroom.</p> <p>Children controlling their speed inside and outside the classroom.</p>		<p>Adults will be modelling how to write certain letters and support children with name writing.</p> <p>Children will independently mark making in different areas of the classroom.</p>
<u>Spring 1</u>				
Environment	To use one-handed tools and equipment, e.g. makes snips in paper with scissors, large/ medium sized paintbrushes	<p>A range of writing resources in the environment paints, chinks, pens, pencils.</p> <p>A range of creative table to support fine motor e.g. scissors, glue, sell tape.</p> <p>Age appropriate resources such as chunky pens, pencils and paintbrushes rather than thin.</p> <p>Both left-handed and right-handed equipment.</p> <p>Fine motor activities on table tops.</p>	<p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>To show increasing control over an object in pushing,</p>	<p>Topic: A Helping Hand</p> <p>Main playground with climbing equipment, monkey bars, hills</p> <p>Outdoor equipment balancing boards, stilts, bats, balls</p> <p>Obstacle courses</p> <p>Sand pit tools and resources</p> <p>Learning area loose parts</p>
Activities	To copy large zig zags and wavy lines	<p>Children have to cut around shapes on paper.</p> <p>Children can explore using different types of scissors that have a different effects.</p>		<p>Children will begin PE lessons and play games such as - pirates gold coins where children have to throw soft yellow balls into the treasure chest in teams</p>

		<p>Children will always have access to paints to paint freely or linked to something specific they are learning about.</p> <p>Attempting to draw pictures and use specific colours for certain parts.</p> <p>Adults draw lines on a laminated sheet and stick it to the table, children have to draw over it with a whiteboard pen.</p> <p>Tracing paper to trace objects</p> <p>dot to dot to make basic pictures</p> <p>Junk modelling using scissor and glue</p> <p>Key Vocabulary: wave, line, draw, cut, copy</p>	<p>patting, throwing, catching or kicking it</p>	<p>- Nemo and shark - children dribble the ball with a tennis racket and when adult shouts shark they hide it with their racket</p> <p>Children will learn techniques such as dribbling the ball .</p> <p>Listening to different types of music and children moving in different ways.</p> <p>Learning to travel in different ways e.g. running, skipping, hopping.</p> <p>Children can do a circuit of activities during PE lessons where 6 stations all aimed at practising a different skill.</p> <p>Key Vocabulary: throw, catch, climb, balance</p>
<p>What you will see</p>		<p>Children independently choosing activities in the classroom.</p> <p>Creative and writing table well equipped and children using resources effectively.</p> <p>Adults modelling how to use resources or how to access an activity.</p>		<p>Children practising a range of skills in PE lessons.</p> <p>Children developing their gross motor skills through the environment.</p> <p>Adults modelling to children how to use resources effectively.</p>
<p><u>Spring 2</u></p> <p>Environment</p>	<p>To use pencil grip effectively - holding pencil between thumb and two fingers (no longer using whole-hand grasp)</p>	<p>Fine motor activities to support pencil grip</p> <p>Fine motor assessment sheet</p> <p>Different types of pencil grips, size pens and pencils</p> <p>Photos displayed to remind children of the correct pencil grip.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control</p>	<p>Topic: Let it Grow</p> <p>A range of construction materials in the environment</p> <p>Junk modelling in the creative area</p> <p>Fine motor activities such as playdough, clay, blue tak</p> <p>A range of writing resources in the environment paints, chalks, pens, pencils</p> <p>A range of creative table to support fine motor e.g. scissors, glue, sellotape</p>

Activities		<p>Activities to support fine motor</p> <ul style="list-style-type: none"> -tweezers picking up and transferring items -blue tak or play dough -junk modelling using tools -Tap tap and magnetic shapes/letters <p>Children can copy and draw over shapes, letters, numbers drawn already.</p> <p>Key Vocabulary: squeeze, hold, push, move</p>		<p>During topic 'A Helping Hand' (builders week) children will be asked to use a range of construction materials to build famous landmarks.</p> <p>Children can use wooden blocks to create where they live.</p> <p>Children can make different types of transport by using mobile, lego, duplo etc.</p> <p>Children can make clay pots, playdough people who help us,</p> <p>Playdough traffic signs linked to topic.</p> <p>Plastercine animals linked to vets week.</p> <p>Key Vocabulary: construct, create</p>
What you will see		<p>Adult modelling and supporting children with their correct pencil grip.</p> <p>Children using grips to support holding a pencils.</p> <p>Children accessing fine motor activities in the environment.</p>		<p>Children having access to a range of construction materials.</p> <p>Children creating something linked to topic on the creative table, using malleable resource.</p> <p>Adults modelling how to use resources effectively</p> <p>Children showing increasing control with fine motor resources.</p>
<u>Summer 1</u>	<p>To hold a pencil near point between first two fingers and thumb and uses it with good control.</p> <p>To be able to copy simple patterns e.g. circles</p>	<p>Fine motor activities to support pencil grip</p> <p>Fine motor assessment sheet</p> <p>Different types of pencil grips, size pens and pencils</p> <p>Photos displayed to remind children of the correct pencil grip</p> <p>Patterns displayed in the environment</p> <p>Writing opportunities inside and outside the classroom</p>	<p>To be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Topic: Fairy Tales</p> <p>Morning letter formation starter board</p> <p>Sound mats and writing frames in the environment</p> <p>Big letters on display, capital and lower case</p> <p>Trace over the letter laminates with red dots to hold pencil</p> <p>Pencil grip assessment display on the wall</p> <p>Children's work displayed in the environment</p>

Activities		<p>Children can copy and draw over shapes, letters, numbers drawn already.</p> <p>Children can use different types of objects to make patterns e.g. magnetic shapes or cubes.</p> <p>Key Vocabulary: copy, pattern, hold, squeeze</p>		<p>Children come in the classroom and have a morning starter on the board linked to correct letter formation e.g. writing repeater.</p> <p>Adults modelling to children during phonics lessons the correct formation, and correcting children on the spot if they made a mistake.</p> <p>Writing the sound a day on the phonics table on a post-it note and sticking it to the board Tracing over the letter using the red dot to start and following the arrows.</p> <p>Key Vocabulary: letters, up, down, round</p>
What you will see		<p>Adult modelling and supporting children with their correct pencil grip.</p> <p>Children using grips to support holding a pencils.</p> <p>Children accessing fine motor activities in the environment.</p>		<p>Adults modelling and supporting children with the correct pencil grip.</p> <p>Children learning daily phonics through streaming groups.</p> <p>Children independently writing letters in the environment.</p>
<p><u>Summer 2</u></p> <p>Environment</p>	<p>To copy some letters, e.g. letters from their name</p>	<p>Names of each child displayed in the classroom</p> <p>Writing name table for daily practice</p> <p>Letters displayed in the classroom</p> <p>Basic sound mat accessible all the time</p> <p>Writing opportunities inside and outside the classroom</p>	<p>To correctly form letters</p> <p>To attempt to use fine motor skills to join letters together when writing words</p>	<p>Topic: Under the Sea</p> <p>Cursive modelled writing in the environment</p> <p>Writing repeater on the IWB</p> <p>Sound mats and writing frames in the environment</p> <p>Big letters on display, capital and lower case</p> <p>Trace over the letter laminates with red dots to hold pencil</p> <p>Pencil grip assessment display on the wall</p> <p>Children's work displayed in the environment</p>

<p>Activities</p>		<p>Children can draw over dotted letters of their name.</p> <p>Children can use a sound mat to try and write their name independently.</p> <p>Children can learn the rhymes to match the letters e.g. for s- round the snake and down its tail.</p> <p>Key Vocabulary: letter, up, down, round</p>		<p>Children come in the classroom and have a morning starter on the board linked to correct letter formation e.g. writing repeater.</p> <p>Adults modelling to children during phonics lessons the correct formation, and correcting children on the spot if they made a mistake.</p> <p>Writing the sound a day on the phonics table on a post-it note and sticking it to the board Tracing over the letter using the red dot to start and following the arrows.</p> <p>Adults will model cursive writing through literacy tasks and whole class big writes.</p> <p>Key Vocabulary: join, up, down, round</p>
<p>What you will see</p>		<p>Adults modelling how to write letters to children.</p> <p>Children copying or attempting to write their own name on their work.</p> <p>Mark making opportunities in various areas of the classroom.</p> <p>Displayed work linked to writing sounds.</p>		<p>Adults modelling and supporting children with the correct pencil grip.</p> <p>Children learning daily phonics through streaming groups.</p> <p>Children independently writing letters in the environment.</p> <p>Adults modelling more cursive writing.</p>