

## Delves Lane Primary School Early Years Curriculum

### Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>On entry</b>	At DLPS children generally join us a little unsteady on their feet, they can clap and stamp along to music and rhyme. With support they are beginning to tackle obstacles like stairs.					
<b>Observational check points</b>	Can children run well, kick a ball, and jump with both feet off the ground at the same time?					
<b>2 Year Olds</b>						
<b><u>Gross Motor</u></b>	Children will clap and stamp to music.  Children can sit on a push-along wheeled toy	Children will fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Children enjoy starting to kick, throw and catch balls.	Children can walk, run, jump and climb – and start to use the stairs independently.  Children will use a scooter or ride a tricycle.	Children will spin, roll and independently use ropes and swings (for example, tyre swings).  Children show an increasing desire to be independent, such as putting coat on.	Children will use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
<b><u>Fine Motor</u></b>	Children will build independently with a range of appropriate resources.		Children develop manipulation and control.		Children will explore different materials and tools.	Children start eating independently and learning how to use a knife and fork.
<b>On exit</b>	When leaving our 2's to join Nursery our children are more stable on their feet and can independently climb up and down stairs and nets for example on our slide. They can confidently push themselves along on ridealongs and can run when playing chasing games. They can move in different ways, jumping and crawling through tunnels. They can build towers with big blocks and can hold a crayon, pen, paint brush to make marks on paper. They can kick and roll a large ball.					
<b>Observational check points</b>	Can the child climb confidently, catch a large ball and pedal a tricycle?					
<b>Nursery</b>						

<b>Gross Motor</b>	Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Children can go up steps and stairs, or climb up apparatus, using alternate feet.	Children use large-muscle movements to wave flags and streamers, paint and make marks.	Children can skip, hop, stand on one leg and hold a pose for a game like musical statues.  Children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Children start taking part in some group activities which they make up for themselves, or in teams.  Children can 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.	Children can 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.	Children will collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
<b>Fine Motor</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors.	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.	Use a comfortable grip with good control when holding pens and pencils.		
<b>On exit</b>	When leaving Nursery, it is our goal that children can hold a pencil and use it with good control to form some letters from their name correctly and be able to write their names. Children can use scissors to cut paper and have a definite preference for a dominant hand. Children can put their coats and shoes on independently and are beginning to fasten zips on their coats with support. Children will be able to work with others to carry things like big blocks and they will have developed their fine motor skills through lots of activities they have taken part in to strengthen their finger muscles, like playdough disco for example. Children can run and climb confidently, managing risk as they go.					
<b>Observational check points</b>	Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?					
<b>Reception</b>						
<b>Gross Motor</b>	Children can revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Children can use their core muscle strength to	Children can progress towards a more fluent style of moving, with developing control and grace.  Children further develop the skills they need to manage the school day	Children develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including	Children can 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.	Children further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Children can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

	achieve a good posture when sitting at a table or sitting on the floor.	successfully: • lining up and queuing • mealtimes	dance, gymnastics, sport and swimming. Children can combine different movements with ease and fluency.			
<b>Fine Motor</b>	Children 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.	Children develop the foundations of a handwriting style which is fast, accurate and efficient.				
<b>On exit</b>	It is our intention that children will leave Reception to enter KS1 with a good pencil grip and being able to form letters correctly when writing words. They will be able to sit comfortably on the floor and at tables having developed their core strength. They will be able to climb and balance confidently and safely. They will be able kick, bounce, catch and pass a ball with accuracy.					
<b>Early Learning Goals</b>						
<b>Gross Motor</b>	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.					
<b>Fine Motor</b>	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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					