

(Physical Development) Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Using the adventure trail and log on the playground. Cabin Corner and Sensory way: Climbing up and down log cabin. Jumping off with or without support. Bikes and scooters Cabin Corner- community blocks Introduce snack time and use it to discuss healthy eating choices as well as personal hygiene. Children wash their hands Use the toilet. Put on/ off jumpers/cardigans/coats/wellies. Use the scissors to cut out the pieces they want to use. Create a simple obstacle course for children to use. Have benches to walk along, beanbags to throw into buckets, cones to run through and hoops to jump in. Provide a shallow tray of sand or eco-glitter along with paintbrushes - explore mark making to see which hand they prefer using, how they use the tools and the marks they can create. Develop children's manipulation and control by exploring printing using a range of toys. For example, cars, action figures and wooden blocks. Use malleable materials to make a model of their favourite toy. Paint pictures of favourite toys using a range of media. Large chalks to the outdoor area for the children to draw around their friends' bodies or for children to draw pictures of themselves and their families. Patterns and pictures. Hot lunches- using a knife and fork. Playdough and sand play. Dressing-up clothes and accessories for the children to explore together. Handwriting names.</p>	<ul style="list-style-type: none"> 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 of 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. 	<p>Jump Hop Balance</p>
		<p>Assessment Opportunities</p>
		<p>Carry out baseline assessments and update Insight scores.</p> <p>Can they enjoy working on simple tasks with help? Can they eat with a knife and fork? Use scissors? Assess pencil grip- 4 positions. Make healthy choices? Put jumper/cardigan /coat on and off?</p>
		<p>Resources</p> <p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p> <p>Community blocks Music Bikes and scooter</p>

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| | <ul style="list-style-type: none">• 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. | |
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(Physical Development) Scheme of Work

Reception – Autumn 2

Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Busy Bee Time Explore and Learn Time-community blocks and music Water tray, sand and big sand pit in Cabin Corner. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops Real PE Week 1-3 The Birthday Bike Surprise Week 4-6 Pirate Pranks Large paper and mark making equipment. Clay for children to use to make diva lamps. Thumb pot and decorating their diva lamps with paint, sequins or glitter. Provide cotton buds and small bowls of paint for children to use to paint firework pictures on to black paper. Encourage children to dip the cotton buds into the paint and press on to the paper to create dots and lines. Create firework pictures on black paper using glittery pens or chalk. Mark-making tools for children to use to create Rangoli patterns. Handwriting names. Dirty teeth and clean with toothbrush. Healthy eating discussions and PowerPoint.</p> <p>Walking to the Post box/cafe- things to remember when going out and about.</p>	<ul style="list-style-type: none"> 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 of 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. 	<p>Co-ordination-footwork Static balance – one leg</p>
		Assessment Opportunities
		<p>Can they work on simple tasks by themselves?</p> <p>Can follow instructions and practise safely?</p> <p>Can they eat with a knife and fork? Use scissors?</p> <p>Assess pencil grip- 4 positions. Make healthy choices?</p> <p>Put jumper/cardigan /coat on and off?</p>
		Resources
		<p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p>

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Music
Bikes and scooter |
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(Physical Development) Scheme of Work

Reception – Spring 1
Topic: Me and My World

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Real PE Week 7-9 Journey to the Blue Planet Week 10-12 Monkey Business Physical activity cards 1-6 Cosmic Kids Yoga Jump Start Jonny Busy Bee Time Explore and Learn Time -community blocks and music Water tray, sand and big sand pit in Cabin Corner.. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops. Handwriting names, numbers and letters. Fun and Funky finger activities.</p> <p>Going on a bus ride. Things to remember when going out and about. Road safety.</p> <p>Getting changed for PE</p>	<ul style="list-style-type: none"> 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. 	<p>Dynamic Balance to Agility- Jumping and Landing</p> <p>Static Balance- Seated</p> <p>Catch Hop Vertical jump</p>
		Assessment Opportunities
		<p>Can they play with others and take turns and share with help? Can they work sensibly with others, taking turns and sharing? Can they eat with a knife and fork? Use scissors? Assess pencil grip- 4 positions. Make healthy choices? Put jumper/cardigan /coat on and off?</p>
		Resources
		<p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards</p>

	<ul style="list-style-type: none"> • 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 	<p>Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p> <p>Community blocks Music Bikes and scooter</p>
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(Physical Development)) Scheme of Work

Reception – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Real PE Week 13-15 Tilly The Train's Big Day Week 16-18 Thembi Walks the Tightrope</p> <p>Dance Join a wide range of different movements. Use a range of movements to create a short dance. Dance to music. Adapt and change my dance to suit a different style. Create a short dance which shows my own ideas and thoughts. Create a short dance with a friend.</p> <p>Games Show good control when using equipment in a range of ways. Show good control over my movements. Coordinate my movements. Coordinate my movements when using large equipment. Coordinate my movements when using small equipment. Confidently move in a range of ways. Confidently negotiate a space.</p> <p>Gymnastics Join a range of movements to create a short sequence. Control my body when performing my sequence of movements. Busy Bee Time Explore and Learn Time- community blocks and music Water tray, sand and big sand pit in Cabin Corner.. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops Handwriting names, numbers and letters. Fun and Funky finger activities. Getting changed for PE</p>	<ul style="list-style-type: none">• 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.	<p>Dynamic Balance On a Line</p> <p>Static Balance Stance</p> <p>Catch Hop Vertical jump</p>
		<p align="center">Assessment Opportunities</p> <p>Can they follow simple instructions? Can they name some things they are good at? Can they understand and follow simple rules? Can they eat with a knife and fork? Use scissors? Assess pencil grip- 4 positions. Make healthy choices? Put jumper/cardigan /coat on and off?</p>

	<ul style="list-style-type: none">• 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	<table><tr><th>Resources</th></tr><tr><td><p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p><p>Community blocks Music Bikes and scooter</p></td></tr></table>	Resources	<p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p> <p>Community blocks Music Bikes and scooter</p>
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(Physical Development) Scheme of Work

Reception – Summer 1 Topic: How Do Things Grow?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Physical activity cards Cosmic Kids Yoga Jump Start Jonny Real PE Week 19-21 Clowning Around Week 22-24 Wendy's Water-ski Challenge</p> <p>Dance Join a wide range of different movements. Use a range of movements to create a short dance. Dance to music. Adapt and change my dance to suit a different style. Create a short dance which shows my own ideas and thoughts. Create a short dance with a friend.</p> <p>Games Show good control when using equipment in a range of ways. Show good control over my movements. Coordinate my movements. coordinate my movements when using large equipment. Coordinate my movements when using small equipment. Confidently move in a range of ways. Confidently negotiate a space.</p> <p>Gymnastics Join a range of movements to create a short sequence. Control my body when performing my sequence of movements. Busy Bee Time Explore and Learn Time- community blocks and music Water tray, sand and big sand pit in Cabin Corner.. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops Handwriting names, numbers and letters. Fun and Funky finger activities. Getting changed for PE</p>	<ul style="list-style-type: none"> 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. 	<p>Coordination Ball Skills- catch</p> <p>Counter Balance With a Partner Hop Vertical jump Sprint run</p>
		Assessment Opportunities
		<p>Can they observe and copy others? Can they explore and describe different movements? Can they eat with a knife and fork? Use scissors? Assess pencil grip- 4 positions. Make healthy choices? Put jumper/cardigan /coat on and off?</p>
		Resources
		<p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards</p>

	<ul style="list-style-type: none"> • 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 	<p>Play dough Painting resources sponges Rice /pasta Water /sand play equipment</p> <p>Community blocks Music Bikes and scooter</p>
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(Physical Development) Scheme of Work

Reception – Summer 2

Topic: Water and Waves

Activities	Intended Outcomes ELG	Key Vocabulary and Questions
<p>Real PE Week 25-27 John and Jasmine Learn to Juggle Week 28-30 Ringo to the Rescue Dance Join a wide range of different movements. Use a range of movements to create a short dance. Dance to music. Adapt and change my dance to suit a different style. Create a short dance which shows my own ideas and thoughts. Create a short dance with a friend. Games Show good control when using equipment in a range of ways. Show good control over my movements. Coordinate my movements. coordinate my movements when using large equipment. Coordinate my movements when using small equipment. Confidently move in a range of ways. Confidently negotiate a space. Gymnastics Join a range of movements to create a short sequence. Control my body when performing my sequence of movements. Sport Morning Busy Bee Time Explore and Learn Time- community blocks and music Water tray, sand and big sand pit in Cabin Corner. Children can practise using one-handed tools, such as large tweezers, spoons, tongs or scoops Handwriting names, numbers and letters.</p>	<p>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.</p> <p>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, paint brushes and cutlery; -Begin to show accuracy and care when drawing.</p>	<p>Coordination Sending and Receiving</p> <p>Agility Reaction / Response</p> <p>Hop Vertical jump Sprint run</p>
		Assessment Opportunities
		<p>Can they move confidently in different ways?</p> <p>Can they perform a small range of skills and link two movements together?</p> <p>Can they perform a single skill or movement with some control?</p>
		Resources
		<p>Pens, pencils, crayons, felt tips Glitter Scissors/loop/teardrop/regular Whiteboard pens whiteboards Play dough Painting resources</p>

		<div>sponges</div> <div>Rice /pasta</div> <div>Water /sand play equipment</div> <div>Community blocks</div> <div>Music</div> <div>Bikes and scooter</div>
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