

Physical development and Literacy in the Early Years						
Reception	Autumn 1		Spring 1		Summer 1	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Disciplinary knowledge in:</u>						
<u>Physical Development Gross Motor</u>	<ul style="list-style-type: none"> • 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 their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<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 • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<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. • Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Begin to 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 confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Negotiate space and obstacles safely, with consideration for themselves and others; 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
<u>P.E. Units</u>	Introduction to PE	Fundamental skills	Dance	Ball skills	Games	Gymnastics
<u>Physical Development Fine Motor</u>	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding a pencil. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing.
<u>Reading</u>	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with 	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.

	made up of known letter-sound correspondences.		known letter-sound correspondences and, where necessary, a few exception words.			<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
<u>Writing</u>	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 3-4 • Write some or all of their name. 3-4 • Write some letters accurately. 3-4 	<ul style="list-style-type: none"> • Write some or all of their name. 3-4 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
<u>Comprehension (see Oracy and CLL)</u>	Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
<u>Activities</u>	Name writing one to one and in small groups Letter formation during RWInc Letter formation in small group Fine motor and gross motor activities to be completed and	Fine motor focus group Name writing one to one (spotlights focus group) Letter formation during RWInc Letter formation in small group and one to one keep up	Letter formation during RWInc Handwriting sessions focusing on letter families Spelling words sessions (using Fred fingers) One to one reading time (priority Spotlights)	Oral sentence composition groups Dictation groups Handwriting sessions One to one reading time (priority Spotlights) Spelling words sessions (using Fred fingers)	Oral sentence composition groups Dictation groups Handwriting sessions One to one reading time (priority Spotlights) Simple sentence group- including re-	Simple sentence group- including re-reading sentence to an adult Handwriting sessions One to one reading time (priority Spotlights)

	<p>monitored by adults in learning environments</p> <p>Fred talk and pinny time (priority Spotlights)</p>	<p>groups- focusing on misconceptions</p> <p>Fine motor and gross motor activities to be completed and monitored by adults in learning environments</p> <p>Fred talk and pinny time</p> <p>Spelling words sessions (using Fred fingers)</p>	<p>Letter formation in small group and one to one keep up groups- focusing on misconceptions</p> <p>Fine motor and gross motor activities to be completed and monitored by adults in learning environments</p> <p>Fred talk and pinny time</p> <p>Spelling words sessions (using Fred fingers)</p>		<p>reading sentence to an adult</p>	
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