**Leverington Primary Academy**

**Physical Development Long Term Plan 2023-2024**

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| **STATUTORY EDUCATIONAL PROGRAMME**Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balane, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for delveoping healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and MePeople Who Help UsNursery RhymesAutumnHarvest (Pumpkins) | Bonfire NightDiwaliChristmas around the World | WinterSpace | Growing and ChangingFarm animalsSpringPlants | Transport | SummerMinibeastsRockpools/SeasideLife cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | DiwaliBonfire NightChildren In NeedFire service visitRemembrance DayChristmas | Chinese New YearValentine’s Day | World Book DayMothering SundayPancake DayEaster | Transport in our local area | Butterfly gardenSports Day |
| **The Reception Year provides the foundations for many skills the children will build upon in Year 1.****Year 1 expectations****Get Set 4 PE** | Fundamentals:Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.Dance:Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.Yoga:Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.Team building:In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.Swimming:This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.Fitness:In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.Children will also work with POSH to develop multi-skills and games. |



****The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Through access to the continuous provision, the children will…** | * 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.
* Develop the foundations of a handwriting style which is fast, accurate and efficient.
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| **Get Set 4 PE scheme** | Fundamentals:Children will develop their fundamental movement skills through the topic of 'All about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.They will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.Games:Children will develop their understanding of playing games through the topic of 'Transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. | Gymnastics:Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.Dance:Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. | Gymnastics:Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.Dance:Children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. |
| **Gross motor skills** | * Skipping, hopping and standing on one leg and hold a position for a few seconds.
* Balancing and riding a trike or scooter.
* Going up steps ot stairs using alternative feet.
* Respond to music showing appropriate rhythm and movement.
 | * Show increasing control when linking movements together.
* Knowing that it is good to be active and sometimes getting out of breath.
* Move freely with confidence in a range of ways.
* Mount stairs, steps or climbing equipment using alternative steps.
* Walking downstairs two-feet to each step.
* Standing momentarily on one foot.
* Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.
 | * Start to experiment with different types of movement.
* Recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc.
* Jump off objects safely and carefully.
* Negotiate space carefully.
 | * Start to experiment with different types of movement.
* Recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc.
* Jump off objects safely and carefully.
* Negotiate space carefully.
* Travel with confidence and skill when moving around, under, over and through equipment.
* Show increasing control when throwing, catching and kicking a ball.
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* Negotiate space anf obstacles safely, with consideration for themselves and others.
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* Demonstrate strength, balance and coordination when playing.
* Move energetically, such as running, jumping, dancing, skipping, hopping and climbing.
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| **Fine motor skills** | * Pick up tiny objects using pincer grasp.
* Make simple models using small pieces, such as lego.
* Make small cuts in paper with scissors.
* Use a comfortable grip with good control when holding pens, pencils and paintbrushes.
 | * Drawing lines and circles using gross motor movements.
* Using one-handed tools and equipment, e.g. scissors.
* Hold pencils between thumb and two fingers instead of whole hand.
* Begin to hold pencil correctly and show good control.
* Copy some letters, especially from own name.
 | * Begin to form recogniseable letters.
* Use a pencil and hold it effectively in correct grip.
 | * Handle tools, objets, construction and malleable materials safely and with increasing control.
* Show a preference for a dominant hand.
* Begin to show anti-clockwise movements and retrace vertical lines.
* Begin to form recogniseable letters.
* Use a pencil and hold it effectively in correct grip.
 | * Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.
* Use a range of small tools, inclusing scissors, paintbrushes, cutlery.
 | * Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.
* Use a range of small tools, inclusing scissors, paintbrushes, cutlery.
* Begin to show accuracy and care when drawing.
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