



FOUNDATION STAGE MEDIUM TERM PLAN - RECEPTION

Physical Development

TERM: Autumn

To follow the children's interests and needs as appropriate within flexible delivery. Opportunities for child-initiated activities through resources provided.

MOVING AND HANDLING	HEALTH & SELF-CARE
<p>LEARNING OUTCOMES <u>30-50 months</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><u>40-60 months</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>LEARNING OUTCOMES <u>30-50 months</u></p> <ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play. - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely. - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p><u>40-60 months</u></p> <ul style="list-style-type: none"> - Eats a healthy range of foodstuffs and understands need for variety in food. - Usually dry and clean during the day. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Shows understanding of how to transport and store equipment safely. - Practices some appropriate safety measures without direct supervision

<p><u>MAIN THEME/TOPIC/FOCUS</u> <i>Using equipment</i> <i>Finding and using space</i> <i>Rules for keeping safe.</i></p>	<p><u>MAIN THEME/TOPIC/FOCUS</u> <i>Golden rules</i> <i>Healthy eating - apples</i> <i>Hygiene and hand washing</i> <i>Routine of continuous snack</i></p>
<p><u>Enhanced Provision</u> Percussion instruments outside and pots and pans in the woodland. Ribbons on the 'stage' outdoors. Paint pallets available for mixing colours.</p>	<p><u>Enhanced Provision</u> Home corner 'props' available – till, telephone, play food, tea set. Small world opportunities – castle, farm, dinosaurs, wooden blocks.</p>
<p><u>Enrichment Opportunities</u> Exploring the woodland and the different sounds that things of nature can make.</p>	<p><u>Enrichment Opportunities</u> Using items from the woodland that can be made into something else. For example – sticks made into brooms for brushing up.</p>
<p><u>'Sticky' Knowledge / Key Vocabulary</u> Pinching fingers. RWI ditties for letter formation. Rules for keeping safe. Squeeze, prod, roll, stretch Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p><u>'Sticky' Knowledge / Key Vocabulary</u> Characters, pretend play. Colours, mixing. Apple names. Names of different types of fruit. Routines for getting changed for PE and looking after own belongings. Good routines for looking after self and developing independence. Rules for safety – eg how to carry a pair of scissors.</p>
<p><u>Links with other areas of learning</u> Literacy – handwriting. PSED – physical activities in the woodland with friends. Rules to keep us safe. C&L – vocabulary to describe different actions/ways of moving. UW – outdoor experiences in the Woodland. EA&D – use of physical skills in creative work.</p>	<p><u>Links with other areas of learning</u> C&L: Uses language to recreate roles. PD: develop motor control using tools and equipment. PSED: helping others, turn taking.</p>
<p><u>Links with SMSC</u> Social – making music together in a group. Spiritual – Jesus' birthday. Celebration of Advent, Christmas. Cultural – ways we celebrate Christmas and Bonfire Night.</p>	<p><u>Links with SMSC</u> Social – turn taking, helping others.</p>
<p><u>Activities/Learning Experiences</u></p> <ul style="list-style-type: none"> - Play dough, finger gym - Exploring the woodland – opportunities for running, balancing, climbing. - Find a space in the hall - Different ways of moving – giant steps, bunny hops etc. - Warm up games involving moving in different ways and at different speeds and freezing. - Using small and large equipment such as benches, balls and beanbags to move and balance. - Using scissors and other tools in class. - Letter formation practise. - Construction activities. 	<p><u>Activities/Learning Experiences</u></p> <ul style="list-style-type: none"> - Toilet and handwashing as part of daily routine. - Looking after your belongings. Finding your peg, cubby-hole, PE kit. - Getting a drink and accessing snack independently. - 'Getting changed' for PE. - Talking about healthy eating and snacks, fruit available each day. - Talking about safety in the classroom and outside.

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