



FOUNDATION STAGE MEDIUM TERM PLAN - RECEPTION

Physical Development

TERM: Spring

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

<p><b>MOVING AND HANDLING</b></p> <p><u>LEARNING OUTCOMES</u> 40-60 months</p> <ul style="list-style-type: none"> <li>- I can experiment with different ways of moving.</li> <li>- I can jump off an object and land appropriately.</li> <li>- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>- I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- I can show how increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>- I can use simple tools to effect changes to materials.</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>- I can show a preference for a dominant hand.</li> <li>- I can begin to use anticlockwise movement and retrace vertical lines.</li> <li>- I can begin to form recognisable letters.</li> <li>- I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>- <u>Early Learning Goal</u></li> <li>- I can show good control and co-ordination in large movements.</li> <li>- I can show good control and co-ordination in small movements.</li> <li>- I can move confidently in a range of ways.</li> <li>- I can negotiate space safely.</li> <li>- I can handle equipment and tools effectively, including pencils for writing.</li> </ul>	<p><b>HEALTH &amp; SELF-CARE</b></p> <p><u>LEARNING OUTCOMES</u> 40-60 months</p> <ul style="list-style-type: none"> <li>- I can eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>- I am usually dry and clean during the day.</li> <li>- I can show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>- I can show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>- I can show understanding of how to transport and store equipment safely.</li> <li>- I can practice some appropriate safety measures without direct supervision</li> <li>- <u>Early Learning Goal</u></li> <li>- I know the importance for good health of physical exercise, and a healthy diet.</li> <li>- I can talk about ways to keep healthy and safe.</li> <li>- I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
<p><u>MAIN THEME/TOPIC/FOCUS</u> Letter formation. Large apparatus in PE. Yoga Games: working with a partner/team</p>	<p><u>MAIN THEME/TOPIC/FOCUS</u> Keeping clean. Keeping safe.</p>

<p><u>Enhanced Provision</u> Chalk writing outdoors Number hunts Letter hunts Ribbon dancing Writing in role play</p>	<p><u>Enhanced Provision</u> Chinese Restaurant Play dough - pancakes</p>
<p><u>Enrichment Opportunities</u> Pancake day – making the batter, flipping the pancake</p>	<p><u>Enrichment Opportunities</u> Trying different types of food - pancake day, Chinese food.</p>
<p><u>'Sticky' Knowledge / Key Vocabulary</u> RWI ditties for letter formation. Mix, stir, flip - pancakes Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Yoga – names of yoga poses.</p>	<p><u>'Sticky' Knowledge / Key Vocabulary</u> Routines for getting changed for PE and looking after own belongings. Good routines for looking after self and developing independence. Rules for safety – EG when using the large apparatus in PE. Routines for handwashing.</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&amp;L – vocabulary to describe different actions/ways of moving. UW – outdoor experiences in the Woodland. EA&amp;D – use of physical skills in creative work.</p>	<p><u>Links with other areas of learning</u> C&amp;L: Uses language to recreate roles. PD: develop motor control using tools and equipment. PSED: helping others, turn taking. Expressive Arts and Design – role play, Chinese Restaurant.</p>
<p><u>Links with SMSC</u> Social – joining in activities with others.</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"> <li>- Play dough, finger gym</li> <li>- PE – warm up, large apparatus.</li> <li>- PE – group games.</li> <li>- Yoga.</li> <li>- Using scissors and other tools in class.</li> <li>- Letter formation practise.</li> <li>- Construction activities.</li> </ul>	<p><u>Activities/Learning Experiences</u></p> <ul style="list-style-type: none"> <li>- Trying different foods.</li> <li>- Toilet and handwashing as part of daily routine.</li> <li>- Looking after your belongings.</li> <li>- Getting a drink and accessing snack independently.</li> <li>- 'Getting changed' for PE.</li> <li>- Opportunities to taste Chinese New Year.</li> <li>- Follow recipe to make batter for pancakes – select topping.</li> </ul>
<p><u>Planning 'in the moment' (planning and provision in response to the children's interests and levels of involvement)</u></p>	<p><u>Planning 'in the moment' (planning and provision in response to the children's interests and levels of involvement)</u></p>