

The Foundation Years Long Term Plan - Reception Regina Coeli Catholic School

Physical Development - Moving and Handling		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u></p> <p>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.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p><u>40-60 months</u></p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p>	<p><i>Children will be able.....</i></p> <ul style="list-style-type: none"> • To move with confidence in a range of ways • To skip, jump and hop confidently • To move forwards, backwards and sideways • To climb using alternate feet • To walk downstairs carrying a small object • To demonstrate the ability to move at various speeds and change direction • To balance on one foot when shown • To catch a large ball • To be aware of own body size and able to determine the space needed • To persevere when developing new skills • To draw lines and circles using gross motor skills • To use one handed tools and equipment • To hold a pencil without using whole hand grasp • To hold pencil near the point and use good control • To copy some letters from their name <ul style="list-style-type: none"> • To experiment with different ways of moving • To play racing and chasing games with other children • To travel with confidence on climbing equipment, over, through, under • To jump and land with competence • To be aware of personal abilities and able to assess risk • To move spontaneously, showing some control and coordination • To show increasing control over an object, throwing, kicking, catching • To become more competent in using objects such as balls, bean 	<p>Hall time for large scale movements and large apparatus. Use hall time to teach new skills and techniques.</p> <p>Blocks and construction toys</p> <p>Variety of mark making equipment</p> <p>Threading</p> <p>Different malleable materials</p> <p>Timers</p> <p>Introduce vocabulary related to speed</p> <p>Adults to model/teach the correct use of small equipment</p> <p>Adults to encourage children to persevere when learning new skills</p> <p>Provide time and space to enjoy energetic play daily</p> <p>Introduce boundaries for some games so the children can regulate their own play</p> <p>Play collaborative games to encourage the children to play with one another</p> <p>Adults to use vocabulary that explains what they are doing, squeezing, prodding</p> <p>Remind children of safe use of tools and equipment</p> <p>Provide physical challenges for the children.</p> <p>Plan Writedance sessions.</p> <p>Teach children how to hold a pencil correctly in the Autumn term in Reception.</p>

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<p>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> <p><u>Early Learning Goals</u> <i>Children show good control and co-ordination in large and small movements.</i> <i>They move confidently in a range of ways, safely negotiating space.</i> <i>They handle equipment and tools effectively, including pencils for writing.</i></p>	<p>bags, hoops in a variety of ways</p> <ul style="list-style-type: none">• To show a preference for a dominant hand• To explore and investigate malleable materials in a variety of ways• To use anticlockwise movement and retrace vertical lines• To begin to form recognisable letters• To hold a pencil using a effective pincer grip• To form recognisable letters most of which are correctly formed <ul style="list-style-type: none">• To show good control and co-ordination in large movements.• To show good control and co-ordination in small movements.• To move confidently in a range of ways, safely negotiating space.• To be able to handle equipment and tools effectively, including pencils for writing.	
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Physical Development - Health and Self-Care		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> 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> <p><u>40-60 months</u> 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> <p><u>Early Learning Goals</u> <i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i> <i>They manage their own basic hygiene and personal needs</i></p>	<p><i>Children will be able;</i></p> <ul style="list-style-type: none"> • To know when they are hungry or tired • To begin to understand healthy practices, such as, blowing noses, • To wash and dry hands • To have control of their bladder and bowel with additional support if required • To dress and undress with support if required • To remember to go to the toilet regularly <ul style="list-style-type: none"> • To eat a healthy range of food stuffs • To understand the need for variety in food • To be clean and dry during the day • To begin to understand healthy practices with regard to exercise, hygiene and sleeping • To dress and undress independently • To recognise their personal needs when hungry or tired • To consider and manage risks when tackling new challenges • To transport and store equipment safely • To follow some appropriate safety measures without direct supervision <ul style="list-style-type: none"> • To know what helps to keep us healthy e.g. physical exercise and a healthy diet. • To be able to talk about the ways to keep healthy and safe. • To be able to manage their own basic hygiene and personal 	<p>All adults to encourage independence. Establish routines that enable children to look after themselves Adults to discuss options so that children can make healthy choices Independent use of snack table Provide quiet areas and activities for children who are tired or unwell Read stories that highlight the consequences of choices Be aware of cultural differences regarding food, e.g. using fingers Encourage all children to be active and energetic by providing a range of activities Encourage children to take risks while ensuring their safety. Encourage and praise children's efforts to manage their own personal needs. Promote health awareness during PE sessions. Talk about why they get hot and encourage them to act accordingly e.g. take jumper off. Plan opportunities for children to talk about how their bodies feel and changes that they may have noticed. All practitioners to encourage children to be independent when getting dressed and going to the toilet.</p>

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<i>successfully, including dressing and going to the toilet independently.</i>	needs. <ul style="list-style-type: none">• To be able to get dressed independently.• To be able to go to the toilet independently.	
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