



**St Joseph**  
Catholic Multi Academy Trust



# Reception

Physical Development

## Physical Development

**Educational Programmes:** 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, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing 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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	Knowledge and Skills	Climb stairs, steps and move across climbing equipment using alternate feet.	Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Grasp and release with two hands to throw and catch a large ball or object.	Move freely and with confidence making changes to body shape, position and pace of movement.	Run, move and negotiate space with increasing skill, adjusting speed or changing direction to avoid obstacles.	Travel with confidence and skill around, under, over and through balancing and climbing equipment.
		Create lines and circles pivoting from the shoulder and elbow.	Revise and refine fundamental movement skills such as; rolling, walking, running, hopping etc.	Jump off an object and land appropriately using hands, arms and body to stabilise and balance.	Show understanding of the need for safety when tackling new challenges, considering and managing some risks.	Consistently use core muscle strength to maintain a good posture when sitting at a table.	Handle tools, objects, construction and malleable materials safely and with control and intention.
		Use their core muscle strength to achieve a good posture when sitting on the floor or at a table.	Dress and undress independently.	Talk about different factors that support their overall health and wellbeing.			

<b>Fine Motor Skills</b>	<b>Knowledge and Skills</b>	Use a range of tools and equipment in one hand. E.g. paint brush, hairbrush, toothbrush etc.	Manipulate and use a range of tools in one hand competently, safely and confidently. E.g. pencils, brushes etc.	Use two-hole scissors to cut along a variety of straight and wavy lines.	Use two-hole scissors to cut around an object, image or template.	Know how to thread and sew using materials such as laces.	Develop a handwriting style which is fast, accurate and efficient.
		Use loop scissors to make snips in paper.	Begin to use the correct pencil grip for writing – modified tripod/tripod grip.	Use a knife and fork to cut up food to an appropriate size.	Develop a simple handwriting style, forming lowercase letters accurately.	Consistently hold a pencil and use it effectively to write lowercase letters, most of which are correctly formed.	Consistently hold a pencil and use it effectively to write uppercase and lowercase letters, most of which are correctly formed.
<b>Implementation</b>		<ul style="list-style-type: none"> <li>- Opportunities for children to engage in physical disciplines including dance, gymnastics, sport and swimming.</li> <li>- Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further.</li> <li>- Encourage children to be highly active and get out of breath several times every day.</li> <li>- Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>- Teach and model correct letter formation following Read, Write, Inc. programme.</li> <li>- Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality).</li> <li>- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</li> <li>- Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.</li> </ul>					

## Early Learning Goal

### Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

**Religious Education within Physical Development:** Religious Education in the pursuit of happy, healthy, and active lives.  
Teaching and learning through...*wonder, awe, playing, exploring, active learning, creating, and thinking critically.*

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<ul style="list-style-type: none"> <li>- Support gross and fine motor skills with Scripture stories they have heard and explored and how Christians live.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated and varied opportunities to re-enact</li> <li>- Scripture stories in a variety of ways, both indoor and outdoor.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond in a variety of ways, e.g., dance, song, movement, and art to express and share their religious understanding.</li> <li>- Express themselves effectively, showing awareness of others.</li> </ul>
<ul style="list-style-type: none"> <li>- Small world activities, puzzles, arts, crafts related to people and stories they have heard.</li> </ul>		<ul style="list-style-type: none"> <li>- Give their attention to what others say and do and respond appropriately.</li> </ul>

## RELG: Religious Education Learning Goal

Children at the expected level of development will:

- Use fine and gross motor skills to express feelings and to recognise and describe events within Bible and religious stories they have heard or read about.
- Capture religious experiences and respond through the use of e.g., dance, role-play, arts and crafts.
- Express themselves when responding to songs and hymns they have listened to and learned.