



PN

PD

Block 1

Block 2

Block 3

V

Vocabulary

Body parts
Push, pull, stand, walk, move, sit, squat.

Body parts
Jump, climb, stretch, reach, squash, squeeze, roll
Names of tools

Body parts (scientific names for private parts)
Toilet, poo, wee, toilet roll, soap, potty, underwear and other toilet related vocabulary
Knives, forks, spoons, plates etc

O

Objectives

- To be able to fit themselves into spaces and move around in them
- Build with a range of appropriate resources
- Walk, run
- Manipulate objects using hands (singularly and together)
- Spin, roll and independently use ropes and swings
- Sit on a push along wheeled toy
- Explore different materials and tools
- Push, pull and carry objects with intent
- Changing position from standing to squatting and sitting with little effort

- Ride a scooter or tricycle
- Explore different materials and tools
- Develop manipulation and control
- Jump and climb
- Move a ball with their feet while walking

- Learn to use the toilet with help
- Increase in independence (feeding, dressing)
- Explore different materials and tools
- Begin to use the stairs independently
- To be able to start enjoying kicking and moving balls

C

Concepts

Spacial Awareness
Independence
Movement with intent

Cause and effect
Increased physical strength
Muscle control

Proprioceptive skills
Developing knowledge of the use of toilets
Safety Precautions

U

Understanding and Knowledge

Understand they can move their body parts in different ways
Understand they can manipulate objects and use their body parts to change the location of objects
Understand they can independently move
Understand they can independently use a range of tools and objects that are age appropriate for a purpose

Understanding their actions have a purpose (making things move)
Understand that they are able to manipulate a variety of tools with increasing confidence
Understand they are able to move from different levels by climbing
Understand the safety precautions when jumping and climbing

Understand what the toilet is used for and when.
Have an awareness of bodily functions and urges accordingly
Understand the use of some cutlery tools and begin to use these accordingly
Understand that stairs need to be used safely

S

Skills

I can turn handles and knobs.
I can use whole arm movements to make marks and strokes e.g with paint.
I can develop my pushing and pulling skills.
I can show some control when walking and running.
I can hold and drink independently from a sippy cup.

I can build a tower of three small blocks
I can begin to make marks these may look like scribbles.
I can begin to show some control when riding a scooter and three wheeled bike.
I can jump and am beginning to land appropriately.
I can explore climbing equipment and am beginning to climb and pull myself up.

I can make circular, vertical, horizontal strokes.
I can paint with some wrist action, makes dots, lines, circular strokes
I can roll, pound, squeeze, and pull play dough.
I can self-feed with minimal assistance.



N

PD

Block 1

Block 2

Block 3

V

Vocabulary

Body parts (scientific names for private parts)
Toilet, poo, wee, toilet roll, soap, potty, underwear and other toilet related vocabulary
Knives, forks, spoons, plates etc
Stair, step, handlebar
Book, page, turn

Peddle, brake, handlebar, frame, seat, wheel

Hop, jump, skip, stand, balance, stop, pose, jump, land

Names of the resources provided

turn taking, waiting for your turn, It's... turn
dance, dance moves, actions, beat, music, perform
Names of equipment and tools
Name the actions made by the tools (e.g. snip, squash etc)
Brush, teeth, toothpaste, sink, toothbrush, gums, mouth, tongue,
Soap, towel, tap, water, rub
Food, (avoid using vocabulary that portrays foods as being 'good or bad')

O

Objectives

- To begin to use the toilet with increasing independence
- To be able to feed themselves
- Explore different materials and tools of increasing challenge
- Use the stairs independently using a handrail
- Turning pages in books
- To move a range of objects with increasing force and accuracy
- Start eating independently using a knife and fork

- To develop balance, riding (scooters and bikes) and ball skills
- To skip, hop and stand on one leg and pose for a game like musical statues
- Use large muscle movements to wave materials and make marks
- Choose the right resources to carry out their plan (e.g. spade to enlarge a hole in the sand)
- Use one handed tools and equipment
- Jumps into the air with both feet off the group, jump forwards and backwards
- Run, walk and climb on different levels and surfaces

- To join in with group activities they have made up, or in teams
- To learn a sequence of movements to music
- Make healthy choices about food, drink and tooth brushing
- Match their developing physical skills to activities in the setting (decide to crawl, walk or run across a plank)
- Collaborate with others to manage large items safely
- Use a comfortable grip with a good control
- Show preference for a dominant hand
- Meet their own care needs (E.g. brushing teeth, washing and drying their hands)
- Be increasingly independent (putting coats on)

C

Concepts

- Independence
- confidence
- personal hygiene
- Self-care

- developing proprioceptive skills
- Decision making
- Cooperation
- Initiating conversations

- Joint planning
- Cooperation/collaboration
- Teamwork
- Sharing ideas
- Self-care
- Responsibility

U

Understanding and Knowledge

Be aware of bodily functions and self care linked to this e.g. washing hands.

Having and understanding of how to pull on clothing (e.g. pulling pants on).

-Understanding the impact of the force when moving objects.

Understand how to make a bike move.
Understand how to make choices in regards to the planned impact (e.g. selecting a jug to move the water into a container)
Having an awareness of how tools are manipulated to create various outcomes (e.g. cutting in different ways)

Understand that they need to listen to others' ideas and respond accordingly
Understand how to move in sync with others while carrying large objects
Understanding that pressure and grip can affect the way tools work
Understand the use of one hand may be more comfortable than the other

S

Skills

I can use large movements to make marks
I can show increasing independence with dressing eg- pulling pants up and down
I can begin to show control when playing with balls e.g kicking and catching.

I can make snips with scissors
I can hold a crayon with thumb and fingers (not fist)
I can show increasing control over fundamental movements such as running, hopping, crawling, skipping, jumping, walking, climbing etc.

I can build tower of nine small blocks
I can copy circular patterns .
I can multiplaute playdough e.g (rolls balls, makes snakes, cookies)
I can use my non dominant hand to assist and stabilize the use of object
I can show increasing independence with dressing such as zips and buttons .



R

PD

Autumn

Spring

Summer

V

Vocabulary

turn taking, waiting for your turn, It's... turn
dance, dance moves, actions, beat, music, perform
Names of equipment and tools
Name the actions made by the tools (e.g. snip, squash etc)
Brush, teeth, toothpaste, sink, toothbrush, gums, mouth, tongue,
Soap, towel, tap, water, rub
Food, (avoid using vocabulary that portrays foods as being 'good or bad')

Roll, walk, climb, duck, jump, skip, glide etc
Slow, pacey, speedily, quickly, slowly, stop, go, pause
Squirt, squeeze, thread, pull, push, rub, roll, snip, slice,
Words related to good posture e.g. feet on the floor, back up straight
strong, firm, gentle, heavy, stretch, reach, tense and floppy.
Letter formation rhymes
Build on vocabulary already used to explore health and hygiene

Build on and secure understanding of vocabulary already exposed to
Example: I wonder how fast you can slither through the tunnel. Can you gallop across the beam?
Let's write c- curl around the caterpillar.
I love how you have squeezed and twister the dough to make your minibeast.

O

Objectives

- To join in with group activities they have made up, or in teams
- To learn and create a sequence of movements to music
- Make healthy choices about food, drink and tooth brushing
- Match their developing physical skills to activities in the setting (decide to crawl, walk or run across a plank)
- Collaborate with others to manage large items safely
- Use a comfortable grip with a good control
- Show preference for a dominant hand
- Meet their own care needs (E.g. brushing teeth, washing and drying their hands)
- Be increasingly independent (putting coats o

- Choosing appropriate ways to move using refined skills that have already been practised
- Move with greeted control and grace
- Practice good posture in a range of situations
- Develop aim towards a target
- Begins to form known letters correctly
- Can trace and use appropriate direction and actions

- Use a range of smaller tools with increasing confidence and accuracy
- Combining movements to complete a sequence - 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.
- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Begin to show accuracy and care when drawing.

C

Concepts

- Responding to others' ideas
- Care routine
- Confidence
- decision making
- Turn taking
- Supporting others

- Working as a part of a team
- Body strength and movement ability
- Safety precautions

Routine
Rules
Safety around school
Boundaries

U

Understanding and Knowledge

- Understand the effect external choices have on our body (e.g. food and health)
- Understanding

Need for safety

- Know facts that attribute to overall health (e.g. exercise etc)
- understand the importance of oral hygiene

S

Skills

I can copy letters and shapes
I can begin to form numerals 0-5
I can show increasing control when use scissors.

I can show increasing control when using balls in games.
I can show some awareness of safety when using larger equipments.
I can sit with the correct posture when sitting at a table.
I can write my own name.
I can use a knife and fork.
I can use one hand consistently in most activities

I can cut on line continuously changing directions
I can dress and undress independently
I can follow rules and safety precautions when following routines (e.g. lunung up etc)
I can show growing control over letter formation and am beginning to develop my own style.
I can show established control over gross and fine motor movements.