

**Medium Term Plan**

**Physical Development Progression Map**

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| **Mathematics** | **Lullaby Lane** | **Nursery Children**  | **Reception Children**  | **ELG** |
| Autumn Term  | **Fine and Gross Motor Skills*** Runs safely on whole foot
* Moves in response to music, or rhythms played on instruments such as drums or shakers
* May be beginning to show preference for dominant hand and/or leg/foot
* Turns pages in a book, sometimes several at once
* Holds mark-making tools with thumb and all fingers

**Managing Self*** Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
* Can find welly bag and with support change shoes to wellies
 | **Fine and Gross Motor Skills*** Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise them.
* Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
* Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
* Creates lines and circles more effectively, pivoting from the shoulder and elbow

**Managing Self*** Can initiate and describe playful actions or movements for other children to mirror and follow
* Can wash and can dry hands effectively and understands why this is important
* Can change from school shoes into wellies and with support from other children/adults dress in waterproofs
 | **Fine and Gross Motor Skills*** Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
* Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
* Can form recognisable letters independently (RWI)

**Managing Self*** Eats a healthy range of foods and understands the need for variety in food
* Learns about a healthy routine in relation to eating, toileting and sleeping. Can explain why this is important.
* Shows understanding of how to transport and store equipment safely and why we must do this
* Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
* Uses cutlery in the hall at lunch and seeks help for cutting
 | **Statutory ELG: 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.

**Statutory ELG: 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.
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|  | **Key Vocabulary**Stand up, sitting down, shake, wiggle, fruit names, washing, toilet, soap, rub, teeth/ toothbrush, fingers, hands  | **Key Vocabulary**Balance, catch, throw, between fingers, germs, clean, holes, tripod grip, jump, clap | **Key Vocabulary**Safety (and explanation why), pencil control, plaque, cavity, tired/ exhausted, letters, healthy, unhealthy, routine, risk.  |
| Spring Term  | **Fine and Gross Motor Skills*** Begins to walk, run and climb on different levels and surfaces
* Kicks a stationary ball with either foot
* Climbs up and down stairs by placing both feet on each step while holding a handrail for support
* Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
* Can mirror the playful actions or movements of another adult or child

**Managing Self*** Can hold a cup with two hands and drink well without spilling
* Can increasingly express their emotions through physical actions, some words and facial expressions.
* Begins to recognise danger and seeks the support and comfort of significant adults
* Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
* Can change from school shoes into wellies and select a waterproof to wear
 | **Fine and Gross Motor Skills*** Can balance on one foot or in a squat momentarily.
* Manipulates a range of tools and equipment in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

**Managing Self*** Usually dry and clean during the day
* Willing to try a range of different textures and tastes and expresses a preference
* Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
* Begins to learn about healthy food and how to keep your body healthy.
 | **Fine and Gross Motor Skills*** Travels with confidence and skill around, under, over and through balancing and climbing equipment
* Uses simple tools to effect changes to materials (e.g. cutting)
* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

**Managing Self*** Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
 | **Statutory ELG: Managing Self**Children at the expected level of development will:* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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|  | **Key Vocabulary**Climb, on top, emotion words (happy, sad, crying, scared), danger, help, wellies/coat/bag on | **Key Vocabulary**Texture words, tool names, balance, hop, skip, healthy, common fruits (banana, tomato, grape, apple, bear, strawberries), Common vegetables (Carrot, peas, potato, broccoli), risk, safety | Key Vocabulary Uses positional language to describe where they have been (around, under, over and through)Temperature and texture words (hot, cold, spicy) |
| Summer Term  | **Fine and Gross Motor Skills*** Holds mark-making tools in a comfortable grip and creates marks with purpose.
* Jumps up into the air with both feet leaving the floor and can jump forward a small distance.
* Throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands.
* Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
* Is starting to draw lines and circles

**Managing Self*** Can name and identify different parts of the body (head, shoulders, knees and toes, eyes, ears, mouth, nose, 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
* Is able to see to their toileting needs with support.
* Feeds self competently
* Can change from school shoes into wellies and with support from other children/adults dress in waterproofs
 |  **Fine and Gross Motor Skills*** Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.
* Uses a pencil and holds it effectively to form recognisable letters in their name, which are correctly formed using the RWI form
* Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

**Managing Self*** Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
* Observes and can describe in words or actions the effects of physical activity on their bodies
* Working towards understanding a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important to be healthy.
 | **Fine and Gross Motor Skills*** Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
* Handles tools, objects, construction and malleable materials safely and with increasing control and intention
* Begins to use anticlockwise movement and retrace vertical lines
* Can write all phonemes and graphemes.

 **Managing Self*** Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
* Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
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|  | **Key Vocabulary**Key parts of the body (head, shoulders, knees and toes, eyes, ears, mouth, nose, hands), toilet, catch, faster/ slower, ready, steady, go, circle, line  | **Key Vocabulary**Hungry, full, tired, exhausted, rest, sleep, excited, tools, paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons, letters, grip, exercise, heart beat | **Key vocabulary**Unwell, anxious, tired, angry or sadDirection, risk, slow, fast, speed.Hygiene, health |