

**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. |
|  | **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. |
|  | **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 |  |
|  | **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 sad  Direction, risk, slow, fast, speed.  Hygiene, health | |