

St Michael's Primary School Physical Development Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Topics	Nursery Rhymes Toys Day and Night	Dinosaurs Winter and Christmas	People Who Help Us Houses and Homes	Handa's Surprise Planting and Growing	Mini-beasts Animals	Transport Seaside
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Gross Motor Skills Children show good control and coordination in large movements. They move confidently in a range of ways, safely and negotiating space.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		ELGs 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.	
Get Set 4 PE unit	Fundamentals - Unit 2	Dance – Unit 1	Gymnastics – Unit 1	Games - Unit 1	Dance - Unit 2	Balls skills - Unit 1
Gross Motor Skills Focus	Balance on large items (e.g. boards, stepping stones and mats), copy simple sequences of actions to songs & stories, beginning to make large marks (crayons, chalks, brushes)	Handle, strike and roll large objects, controlled ascent and descent of climbing equipment, travelling, stopping and changing directions in a variety of ways, To move with coordination and control	Creating shapes and balances using his body, exploring sending and receiving objects	Negotiating a busy space, moving in different ways, playing games fairly with others and listening to others, taking turns,	Dribbling with a ball, moving energetically and using a range of novel equipment. To move with control and coordination, expressing ideas through movement.	Striking a ball, work cooperatively, to develop coordination e.g. throwing, catching, changing direction, move safely when moving in different ways, to negotiate obstacles when moving around whilst being mindful of others

St Michael's Primary School Physical Development Programme 2023/2024

Skills	To use limbs to compensate balance. To link, repeat, practice and recall movements. To coordinate eyes with large arms movements	To grip balls and other play equipment using both hands To use core strength to move in a slow and controlled way. To vary pace, length of stride and frequency of steps. To move my body to music	To straighten or bend limbs for clear definition of shapes. To use a prepared brace position when receiving a ball or sports equipment. To look carefully and extend your arm when sending a ball or sports equipment.	Point at a target to improve aim. Do this before and after throw/roll/kick. Work in a space safely. Move in a space with large steps and small steps. Change direction avoiding others.	Controlling a ball by keeping it close and making lots of small movements with it rather than limited large movements. To handle and move with different novel equipment. To increase pace and exertion by moving faster or more frequently. To move my body in time with music	To throw, kick or roll an object at a target with accuracy To catch a large ball in two hands To move out of the way of oncoming obstacles
Knowledge	Aiming to stay in the middle helps us to balance. A dance is a pattern of movements in the right order. Bending and flexing your wrist and elbow help when using mark making equipment.	It is easier and steadier to hold an object in two hands. The more control you use the more our limbs go where you want them to. The faster I go the more time and space it takes to stop. When I hear music I move my body to it	Gymnastics is where we use our bodies to make shapes and balances. We can make our shapes more precise with pointy toes and fingers. To send safely I need to check my partner is ready first.	A space is an area free of people and obstacles. A target is a place or person you are aiming at. If I take small steps, I can stop more quickly. If I encourage my team mates it helps them.	Some equipment has clear handles for holding while other equipment needs to be handled carefully with two hands. Walking, jogging and running all have different paces and speeds. Dribbling is keeping a ball close so it moves along with you. When I hear the beat in music I move my body in time with it	Looking at where you are aiming will help the object go in that direction Look at the object as it is coming towards you To dodge past obstacles by adjusting my balancing
Taught Sequence from Development Matters Fine Motor Skills Children show good control and coordination in small movements. They handle tools effectively, including pencils for writing.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Show a preference for a dominant hand.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	ELGs 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		

St Michael's Primary School Physical Development Programme 2023/2024

Fine Motor Focus	Early mark making	Gripping and holding tools steadily	Letter formation	Using a variety of tools	Efficient & effective use of tools
Fine Motor Skills	To show preference for a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use scissors effectively. To thread large objects such as cotton reels	To use a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To thread objects such as large beads To scoop small items into a spoon. To pull up a zip when somebody and started it for me	To begin to size letters consistently To grip a pair of scissors in one hand and to open and close them loosely. To thread smaller beads To hold a knife and a fork in each hand. To be able to fasten a zip independently	To handle tools, objects, construction and malleable materials safely and with increasing control. To grip a pair of scissors and exert pressure with them. To place objects such as small pegs into boards To scoop items using a fork and move the fork horizontally.	To use a pencil effectively to form recognisable letters, most of which are formed correctly. To grip a pair of scissors in thumb and forefinger and follow the curves of a shape. To use a range of strokes with a paint brush and control the flow. To place small beads such as hammer beads onto a board To begin to apply pressure using a knife and to move it laterally in a sawing motion.
Gripping pencils	Tripod grasp 				
Fine Motor Knowledge	I write with my left/right hand. Upright posture and sitting position can make it easier to wield a tool.	My dominant hand has greater control of tools than the other. Before threading I need to gauge that the object will fit through the gap. Pulling my zip upwards towards my face will make it faster	The lines in the writing book show me how big to make my letters. The knife and fork can be used simultaneously to scoop smaller items. When fastening my zip, I need to thread one side into the class before I pull it up	When using sharp tools such as scissors you should always cut away from yourself to be safe. When placing objects closely together I need to withdraw my hands carefully to avoid being pinched between the objects.	Holding my pencil accurately will make it easier to form letters and control what I am writing Holding scissors with the correct grasp will enable me to cut out a range of shapes. Looking at what I am cutting and following the lines will make it easier to cut out a shape Holding a bead between my thumb and forefinger and looking at where I am placing it will enable me to create patterns and shapes When I apply more pressure to my knife and move it like a saw, tougher objects such as meat can be cut
Taught Sequence from Development Matters Healthy choices	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth-brushing		Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian		Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

St Michael's Primary School Physical Development Programme 2023/2024

Healthy choices focus	Personal hygiene & self-care	Winter	Dentist – Oral Health	Spring Planting and Growing Fruits and Vegetables Healthy Eating and Oral Health	Keeping safe around animals	Transport Seaside	
Healthy choices skills	To locate the toilet and use them effectively. To flush the toilet. To wash and dry hands. To put tissues in the bin.	To get a good night's sleep I need to have a regular routine.	To label different parts of the body. To brush my teeth	To plant different seeds and plants. To sort fruits and vegetables. To make observations about fruits and vegetables.	To wash and dry hands independently.	To identify features of summer. To dress appropriately for the hot weather. To safely cross the road at a zebra crossing.	
Healthy choices knowledge	Tissues contain germs when we blow our noses and so they need to be put in the bin. Washing hands for 20 seconds cleans them effectively. Hands should be washed after going to the toilet and before eating.	I feel better in the morning if I get a good night's sleep. I have more energy if I sleep well.	Parts of the Body – arms, legs, feet, hands, body, head. Parts of the Head – ears, eyes, nose, mouth, teeth Teeth need to be cleaned twice a day to keep them healthy I can move my toothbrush in different ways when brushing my teeth.	There are healthy and unhealthy foods. Common fruits are: apple, banana, orange, lemon, strawberries. Common vegetables are: carrots, peas, beans, potato. Different vegetables and fruits are grown in different countries depending on the weather. Some foods, which contain lots of sugar, can damage your teeth.	Hands should be washed after touching animals After touching an animal, I should not touch my mouth or face.	Summer is the hottest season. A sunhat and sun cream protects me in the sun. The shade will help me to keep safe and cooler in the sun. Stopping and waiting at the zebra crossing will keep me safe. I should only cross the road with an adult.	

St Michael's Primary School Physical Development Programme 2023/2024

	The toilets are in my classroom.						
	A toilet is a personal area, we do not look under doors.						