

Prime Area Objectives

Suggested Topic/Context for Learning <small>These may be adapted at various points to allow for the children's interests to flow through our provision</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Knowing Me, Knowing You New Beginnings Alphabeti Spaghetti Autumn, Harvest	Farmyard Hullabaloo Autumn, Winter Getting On and Falling Out, Bonfire, Remembrance, Christmas, Diwali	Once Upon a Time		Location, Location, Location		
			Winter, Lunar/ Chinese New Year, Valentines, Going for Goals	Spring, Shrove Tuesday, Easter, New Life (chicks) World Book Day, Mother's Day, Good to be Me	YOU CHOOSE Life cycles Locations...You Choose?	JUST IMAGINE Changes, Father's Day, Sports Day, Transitions	
Physical Development	<u>Gross Motor Skills</u> Children will: <ul style="list-style-type: none"> 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 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. Increasingly be 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. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 		<u>Gross Motor Skills</u> Children will: <ul style="list-style-type: none"> 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. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 		<u>ELG Gross Motor Skills</u> Children at the expected level of development will: <ul style="list-style-type: none"> 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. 		
	<u>Fine Motor Skills</u> Children will: <ul style="list-style-type: none"> 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. Show a preference for a dominant hand. 		<u>Fine Motor Skills</u> Children will: <ul style="list-style-type: none"> 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. 		<u>ELG Fine Motor Skills</u> Children at the expected level of development will: <ul style="list-style-type: none"> 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. 		