



Caversham Park Primary School

Reception Curriculum

Physical Development

Key Knowledge/Skills

Gross Motor Skills:

- Negotiate space and obstacles when running and using equipment.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop overall body-strength, balance, co-ordination and agility.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Fine Motor Skills:

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- 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
- Have independence over managing their own needs including dressing and eating.
- Develop control and accuracy when representing objects through drawing.

See EYFS PE curriculum map for further information.

Progression

Autumn

- Develop the skills they need to manage the school day successfully: lining up and queuing mealtimes
- Put on own coat and do it up.
- Get dressed/undressed mostly independently.
- Move freely and confidently in a range of ways, e.g. spinning, rocking, twisting, rolling, crawling, jumping.
- Combine different movements with ease and fluency.
- Carryout a range of small motor activities with one handed tools such as: pouring, woodwork, making models, using a fork.
- Use tweezers and other tools to develop tripod grip.
- Begin to hold a pencil and use this to make marks, pictures and write their name.
- Use basic shapes (lines and circles) when drawing.

Spring

- develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Progress towards a more fluent style of moving, with developing control and grace.
- Balance in different ways (on and off apparatus)
- Show control and confidence at climbing and moving along, through and around apparatus.
- Jump on the floor and off apparatus safely and with control
- Carryout a wider range of small motor activities such as: threading, using scissors, using a knife.
- Hold their pencil in a tripod grasp. Form recognisable letters.
- Draw with greater control and represent objects with increasing accuracy.

Summer

- Get dressed/ undressed independently.
- 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:
- Have the skills to be able to use a wide range of tools competently, safely and confidently, including use of scissors to cut around shapes and to make attempts at sewing.
- Use a pencil to write the majority of letters accurately and efficiently.
- Add details to drawing to demonstrate greater precision.

Assessment (ELGs)

Prime Areas: Physical Development

Gross Motor Skills:

- 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.

Fine Motor Skills:

- 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

Specific Areas:

- This area of learning impacts all other areas of learning, particularly writing and EAD.