	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Fabulous Me** 	**Traditions** 	**Get Moving: transport** 	**Habitats and Homes** 	**Legends (important people)** 	**The Seaside** 
General themes	All the reasons I am amazing	Cultural celebrations Foods from around the world	How do I get to school? Going on holiday Train ride Cars Boats Rockets to space	My home Where different animals live Making habitats Cold and hot places Land and sea	Neil Armstrong Stevie Wonder (Music) Rosa Parks Vincent Van Gogh (Art) David Beckham (Sport) Robin Hood Hercules Florence Nightingale (Nurses)	Beach Day!
Possible text	Brown Bear The Colour Monster Everyone is Special Eyes, Nose, Belly, Toes Families by Pat a Cake See, Touch, Feel, Look at Me	We're Going on a Pumpkin Hunt First Festivals, Diwali Changing of the Seasons You're my Little Christmas Wish The Christmas Pine	The Train Ride Row Row Row Your Boat Book Up Up Up Planes Go Faster, Faster, Nice and Slow The Bus is for Us	What's in my House? This is Our House Look After Us Rumble in the Jungle On the Farm There's a Hole in the Bottom of the Sea Polar Bear, Polar Bear, What do you Hear?	Non-Fiction self-written info	A Day at the Beach Snail and the Whale Fun in the Sun Where the Ocean Meets the Sand Way Down in the Deep Blue Sea Beach Day The Squish

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and language is developed throughout the year through high quality interactions, labelling and extending language, self-talk, visuals, objects of reference, ALDs, daily group discussions, PSED times, stories, singing and speech and language interventions.

DAILY STORYTIME / DAILY SINGING / DAILY NURSERY RHYMES - I DO, WE DO, YOU DO

Learning nursery rhymes and action rhymes - Singing a range of nursery rhymes and action rhymes helps children to experience rhythm and rhyme. A rich repertoire of nursery rhymes and action rhymes that include multisensory experiences – for example rhymes that include claps, knee pats or foot stamps, or require children to move in a particular way – will embed this patterning.

In school, your child will -

• Be exposed to a wide range of nursery rhymes and action rhymes.
• Have these repeated often, so that children learn the words and actions for themselves.
• Use actions and clapping.
• Use different voices and sound effects.
• Use kinaesthetic approaches.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Writing



Writing

Step 1 - Children will experience and engage with a wide range of messy play and mark making experiences using a wide range of tools and media on a variety of surfaces.



Step 2 - Children's writing will then focus on -

Grips
Motor Movements
Surfaces and Tools
Mark-Making with Meaning
Composition, following a progression from making marks with meaning and then on to forming letters, words and sentences.

Children will follow squiggle while you wriggle, followed by dough disco and then Penpals handwriting scheme.

'Squiggle while you Wiggle' is about mark making for a purpose. It focuses on the idea that a child needs movement so that the brain can gain control over its body. By completing the 'Squiggle while you Wiggle' movements to music children become more co-ordinated and balanced. This involves the children making large movements to music, beginning with shapes and moving onto pre-handwriting patterns such as clockwise and anti-clockwise movements. Every child can take part regardless of their pencil grip, due to the use of a variety of different media (not just pencils or pens). Scarves, rice, sand, paintbrushes, etc. are also used.
The children progress to 'dough disco' which is a fun activity combining the use of play dough with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteem. It involves moulding dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it.

Once children have mastered pre-handwriting patterns they then move on to formal handwriting sessions using the Penpals scheme.

This scheme provides a clear, practical framework for implementing and developing a whole-school handwriting policy. The scheme offers a progression of teaching using an interactive teaching tool which contains modelled letter formation instruction and a range of gross and fine motor exercises. These activities are designed to warm up and

	strengthen muscles. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Children should be encouraged to form their letters correctly in the early stages as incorrect formation will hamper fluency when joining. It is important to ensure that: - All letters start in the correct place - In general, movements start at the top and go down - Ovals are made with an anticlockwise movement - Children are taught the handwriting families in their respective groups: Long Ladders – l, i, u, t, j, y Robot Letters –r, b, n, h, m, k, p Curly Caterpillars – c, a, d, o, s, g, q, e, f Zig-zag Monsters – z, v, w, x
Reading  Reading	Children will have daily reading time where they will share a book with adults individually and in small groups. Children also have access to reading materials as part of daily provision. Reading to children, providing them with a wide range of books and other reading materials and creating enticing reading environments is a vital part of growing a reader for life. We ensure that the children have time set aside to enjoy books every day. The books are truly diverse and representative of our school community and the wider world. **<u>More structured reading sessions</u>** Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books matches the Little Wandle progression. Children will begin on wordless books and will move through the progression books in line with their phonic progression. Reading practice sessions take place at least three times a week. Each reading practice session has a clear focus so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: • decoding – using phonic knowledge to read words • prosody – reading with meaning, stress and intonation • comprehension – understanding the text. For some children, the three reads may take longer. Reading practice sessions will be adapted and taught to meet the needs of individuals or groups. A book can be taught over two weeks rather than one. Sensory elements, pictures and other adaptations can be added to ensure the children make strong connections between the book and their knowledge of the world. This will enable them to read the book with the greatest possible level of success. Decoding: The decoding session might be repeated to aid fluency, or the book might be broken up across two sessions, depending on the needs of the children. Prosody: Teaching prosody is an important skill for all children. Some children with an autistic spectrum condition (ASC), auditory processing disorder or hearing impairment may not be able to produce prosody when speaking. However, talking through how and why specific emphasis carries meaning beyond the words themselves is helpful in teaching how spoken prosody affects comprehension. Comprehension: Dialogic talk is the best way to grow vocabulary and language. We teach comprehension through talk and by making connections between the book and the children's lives. When children make connections between books and their interests, they are growing their foundational knowledge of reading and finding out how it will benefit them and give them pleasure.

	<u>Supporting non-verbal children with reading</u> Some children may make sounds as they read; others may be unable to do so. This does not mean they are not reading. We want all children, including non-verbal learners, to see themselves as readers. Decoding: The child reads silently. We check their reading by asking them to point to specific words. Prosody: We model prosody so that the child can hear the intonation. We check a child's understanding of prosody by: • Asking the child to point to the word or punctuation used to show a specific emotion. • Using the emoticons provided in the 'Support for comprehension' in the Little Wandle guidance to talk about emotions in a text. • Reading a sentence in more than one way and asking them to choose the most suitable version. Comprehension: We use the communication method the child uses, for example PECS (Picture Exchange Communication System), to ask questions. We use the pictures in the book to check understanding. We also use the Comprehension support materials in the Little Wandle guidance. These offer four levels of questions for learners - Level 1 – naming and finding, Level 2 – describing and finding, Level 3 – making predictions, thinking about why, Level 4 – linking to own experiences/giving opinions We choose the correct level of question for the child and our knowledge of the child and their interests to drive more general conversation about the book.
Phonics **abc** Phonics	**<u>Foundations for phonics</u>** Foundation for phonics is for children who are not able to blend and are not yet ready to begin Phase 2 of the Little Wandle programme. Phonological skills involve the ability to recognise and manipulate parts of spoken language. This includes the ability to segment (or break down) words into phonemes (the smallest unit of sound) and blend them back together. These are important skills to develop, as research has demonstrated that phonological skills are predictive of children's later reading skills (Erbeli et al., 2018). Foundations for phonics lays the foundations for phonics instruction by developing an awareness of sound. The activities in the Foundations for phonics provision address the following three strands: • tuning into sounds (auditory discrimination) • listening and remembering sounds (auditory memory and sequencing) • talking about sounds (developing vocabulary and language comprehension). **<u>Tuning into sounds</u>** Activities that develop focused listening and attention Phonemic awareness activities Children need exposure to a range of games that enable them to begin identifying the initial sounds in words. These games are short and age appropriate to ensure that children are engaged in them. Games that involve children's names or animals, or are part of an alliterative story or poem, are effective. The following will be taught with your child – • Play with sounds • Bertha the bus goes to the zoo • Name play • Voice sounds • What's in the box? **<u>Oral blending activities</u>** Oral segmenting is the process of breaking down words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children to identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending, and of joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence. This ensures they

	are 'tuned into' sounds when they begin Phase 2. Oral blending practice is a short daily activity which continues into Phase 2 and beyond. The following oral blending activities will be taught with your child - • Can you touch your … ? • What's that noise? • Blend from the box • Can you do the actions? Children who are not yet able to blend aloud can show their understanding by pointing to the pictures or objects associated with the word. These activities may need to be repeated several times, to help children hear and say the phonemes and blend the words. **<u>Listening and remembering sounds activities</u>** Auditory memory and sequencing: Auditory memory concerns children being able to remember what they have heard and then recall this later. Auditory sequencing relates to children being able to remember the order of the sounds they have heard. The following will be taught with your child – • Don't clap this one back • Win the tin • Follow me: body percussion and instrumental sounds (quietly, loudly etc.) **<u>Talking about sounds activities</u>** To support children in developing their vocabulary and language comprehension, we carry out activities related to talking about sounds. In addition to this, children have daily reading aloud of a range of texts, exposure to a language-rich environment and the development of a repertoire of nursery rhymes, songs, action songs and rhymes. The following will be taught with your child – • Animal noises • Alliteration games • Follow me: sounds (types of sounds: rustling, objects etc.) This programme overview below shows the progression of grapheme–phoneme correspondence and tricky words that we teach, in order. The progression has been organised so that children are taught from the simple to more complex grapheme–phoneme correspondence as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and, later on, in fully decodable books. Children review and revise grapheme–phoneme correspondence and words daily, weekly and across terms and years, in order to move this knowledge into their long-term memory

Tuning into sounds: Progression and planning overview

Term	Progression of sounds	Sound focus	Oral blending focus

Autumn 1	No sounds – focus on Rhyme time and settling children into your setting's routines.	• Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only – teach the sounds in order according to your setting's calendar.)
		• In each session, play:
		  • What's in the box? (Learn the sound)
		  • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).
		• The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.
			• In each session, play:
			  • Blend from the box (Blend with the sound)
			  • One of these oral blending games: Can you do the actions? Can you touch your … ? What's that noise? (Practise blending)
			• The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.

Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z qu ch		
Summer 2	ck x sh th ng nk		
• See the Tuning into sounds session template for an overview of the session. • See the Tuning into sounds prompt cards for details of each game.			

When children are ready, they will move onto the Phase 2 programme of the Little Wandle Scheme. Children will be taught grapheme-phoneme correspondence and oral blending and then are taught blending when these grapheme-phoneme correspondence are secure. An overview is shown below.

Phase 2

Graphemes	**Coverage in Phase 2 weekly grids** (Words should be introduced only when focus GPCs are secure)						
s a t	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
p i n							
m d							
g o c							
k ck							
e u							
r h							
b f							
l ll							
ff ss							
j v							
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

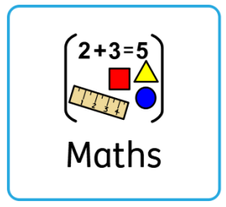
When children are secure on Phase 2 and they are able to identify grapheme-phoneme correspondence and use these to orally blend and blend to read words they will move on to Phase 3. As Phase 2, children will be taught grapheme-phoneme correspondence and oral blending and then are taught blending when these grapheme-phoneme correspondence are secure.

Phase 3

Graphemes	**Coverage in Phase 3 weekly grids** (Words should be introduced only when focus GPCs are secure)				
Review Phase 2 GPCs	Week 1	Week 2	Week 3	Week 4	Week 5
ai ee					
igh oa					
oo **oo**					
ar or					
ur ow					
oi ear					
air er					
Tricky words (review)*	I is the put* pull*	full* as and has his	her go no to into	she push* he of we	me be

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths						
 We use the Orchard Maths Framework which breaks down mathematical objectives into small steps. To support teachers to break	Counting Subitising 2D shape Composing 2D shape Disembedding shapes	Comparing Numbers Adding and subtracting 3D shape Composing 3D shape Spatial visualisation and imagery	Composing Numbers Patterns, structure, and algebraic thinking Spatial orientation Measurement: size and length Measurement: Mass	Counting Subitising Measurement: Capacity and volume Measurement: Time Classification and Data analysis	Comparing number Adding and subtracting 2D shape Composing 2D shape Disembedding shapes 3D shape Composing 3D shape Spatial visualisation and imagery	Composing numbers Patterns, structure, and algebraic thinking Spatial orientation Measurement: size & length Measurement: mass Measurement: capacity & volume Measurement: time Classification and data analysis

down the learning for individual needs, we use Learning Trajectories website. Learning Trajectories						

PSHE

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSHE						
	Being me in my world 'Who am I and how do I fit?'	Celebrating difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing me Coping positively with change

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

UW- Science						
	**Growing** To understand that humans grow and change over time. To understand what humans need to grow. To sequence the life cycle of a human (2 - 3 pictures) **Me** Identify key features of my appearance. To identify similarities and differences between myself and others. **Body** To learn about different parts of my body.	**Seasons** autumn - To explain the changes that happen in autumn. Winter - To explain the changes that happen in winter.	**Materials** To know that things can change shape. To learn about melting. To know how water changes. To explore different materials and talk about their strengths and weaknesses (3 Little Pigs house). **Forces** To explore forces. To know what happens when you push or pull something.	**Growing (animals)** To know the names for the animals and offspring. To know what animals need to grow. **Animals** To know what an animal needs/How to care for an animal. To know where animals live. To understand what a habitat is. To understand what makes a good habitat. To match animals to an appropriate habitat.	**Growing (plants)** To understand what plants need to grow. **Plants** Identify the difference between a plant and tree. To look closely at a flower and identify different parts. **Insects** To know what an insect is. To learn where insects live. To identify and describe insects. To understand why Bees are important.	**Space** To understand some features of our Solar System. To name some planets. Explore outer space. Learn about rockets. To compare similarities and differences between the natural world around us and contrasting environments (Space). **Seasons** Summer To explain the changes that happen in summer.

	To identify the 5 senses and their sense organ. **Where I live** To name important places in my community.		To explore floating and sinking. **Seasons** To understand the difference between hot and cold. To understand how humans react differently to hot and cold.	To describe some similarities and differences between the natural world and contrasting environments - Rainforest/Woodland/Polar habitat. To identify how animals adapt to their environment. **Seasons** Spring - To explain the changes that happen in spring	**Food** To understand where food comes from eggs - chicken milk - cows To identify healthy/unhealthy foods. To learn about fruit and vegetables.	
UW-History  History	**Own History** Look at how they have changed over their lifetime. Talk about events in their life - Nursery/Weekends **My family** Begin to understand how life has changed over time for members of their family. **Celebrations** To understand why some people celebrate Diwali - Diwali Story	**Celebrations** To understand why we celebrate Bonfire Night – Guy Fawkes. To understand why we celebrate Remembrance Day – World War II To understand why we celebrate Christmas - Nativity Story To understand why we celebrate birthdays. To look at how Christmas celebrations have changed over time. **Own History** Talk about events in their life - Birthdays/Christmas. Fire service - compare similarities and differences between the fire service in the past and now.	**Traditional tales (from the past)** Begin to understand the past through settings, characters and events. Compare similarities and differences between now and then (using images from books) **Celebrations** Why do we celebrate Chinese New Year? Why are the years named after animals? **Own History** Talk about events in their life	**Habitats** How they are changing over time. To understand the impact of cutting down trees on the rainforest. To understand the issue of global warming on the polar habitat. Discuss what they can do about climate change - Recycle – reduce – reuse Begin to understand that some animals are endangered/extinct and why **Celebrations** Why do we celebrate Easter? - Easter Story **Growing** (animals) To sequence the life cycle of an animal (2 -3 pictures) **Own History** Talk about events in their life.	**Growing (plants)** To sequence the stages of a plant growing. (2 - 3 pictures) To explore changes over time - plants **Growing (Insects)** To sequence the life cycle of an insect (2 - 3 pictures) To explore changes over time - insects (caterpillars to butterflies) **Farming** Compare similarities and differences between farming in the past and now. **Own History** Talk about events in their life	**Space** Introduce Neil Armstrong – First Man on the Moon **Dinosaurs** Introduce Mary Anning – palaeontologist To learn about the dinosaurs/fossils. **Transition** New year group **Own History** Talk about events in their life
UW-Geography/ RE	**Me** Choose and talk about objects that are important to them. **Where I live**	**Celebrations** (General) - Birthdays/Christmas To understand what a celebration is. To understand how people celebrate Bonfire	**Celebrations** Chinese New Year - How is Chinese New Year celebrated? **Explore**	**Celebrations** Easter - How is Easter celebrated? - Explore. Look at similarities and differences to other celebrations. **People who help us**	**People who help us** Think about who helps us and how - dentist/farmer **Plants** To learn about plants from around the world.	**People who help us** Think about who helps us and how - teacher (new)

Geography Religious Education	Reflect on the different types of homes that people live in. **My family** Name different people in their family. Begin to understand what makes their family unique. **People who help us** Think about who helps us and how - doctor **Celebrations** To understand how people celebrate Diwali - Explore	Night/Birthdays/Christmas etc. To understand how people in different countries celebrate Christmas. **People who help us** Think about who helps us and how - Fire Service (link to Bonfire Night)	Look at similarities and differences to other celebrations. **People who help us** Think about who helps us and how - Police (link to Big Bad Wolf)	Think about who helps us and how - vets **Animals** To learn about animals from around the world.		
WHERE IN THE WORLD WEDNESDAY (once every term) Explore different countries/cultures from around the world – maps, food, flags, languages - England (London), Spain, Kenya Antarctica, India, Brazil, Australia						
Expressive arts and design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
EAD Art and Design	Self portraits Draw a person Family pictures Mini-Mes in provision Transient art Roleplay house	Firework pictures Rockets Decorations Collage Transient art Roleplay	Props Masks Box modelling – houses Story retelling – story stones/spoons/puppets Bridges Transient art Roleplay	Observational drawings/paintings - animals Animal patterns Camouflage Masks Create habitats/environments Transient art	Observational drawings/paintings - plants Natural art Andy Goldsworthy Colour mixing Transient art	3D planets/solar system Dinosaur eggs/fossils – salt dough Transient art
Children to explore drawing, printing, painting, and sculpture throughout each term.						

Physical

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PD PE	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement	DAILY OPPORTUNITIES FOR FINE MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities for children to use one-handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Examples of fine Motor activities - threading, cutting, weaving, playdough DAILY OPPORTUNITIES FOR GROSS MOTOR DEVELOPMENT IN THE PROVISION Provide opportunities to develop movement, balancing, riding and ball skills. Provide opportunities for children to use large-muscle movements to wave flags and streamers, paint and make marks. Involve children in movement-play activities that encourage children to use and remember sequences and patterns of movement
Children will take part in weekly sensory circuit sessions.						