FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Physical Development** **Early Learning Goals:** **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
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Physical Development (PD)	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing	Adults modelling games in the outside areas. PE lessons	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing	Adults modelling games in the outside areas. PE lessons	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing	Athletics skills	
	Progress towards a more fluent style of moving, with developing control and grace.	Become more confident, competent, creative and adaptive movers in a range of ways. PE lessons	Progress towards a more fluent style of moving, with developing control and grace.	Developing awareness of space.	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.	Children will be competent in using a range of tools accurately such as pencil control, painting, cutlery etc	
	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.	Children are taught standalone PE lessons by a subject specialist.	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.	Children are taught standalone PE lessons by a subject specialist.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Use core muscle strength effectively to sit with good posture at a table or on the floor.	
	Develop their small motor skills so that they can use a range	Opportunities to manipulate small objects using hands and small	Develop their small motor skills so that they can use a range	Developing confidence using scissors and pencils. Building hand and wrist	Confidently and safely use a range of large and small apparatus indoors	Safely and confidently use apparatus without	

	of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	tools i.e. small construction, tweezers, threading, lacing. Encourage children to select appropriate tools for the activity.	of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	strength to be able to manipulate tools effectively.	and outside, alone and in a group.	too much adult intervention.	
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	This will be evident through the RWI scheme which is specific about the way that children sit at tables. Children will be encouraged to sit with correct posture and positioning on the carpet and at tables.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	This will be evident through the RWI scheme which is specific about the way that children sit at tables. Children will be encouraged to sit with correct posture and positioning on the carpet and at tables.	Develop overall body-strength, balance, co-ordination and agility.	Children will mainly do this through the supervised use of equipment in the garden.	
	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Put on and take off coats, hats, shoes, socks independently (support with zips if needed).	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Get changed for PE, with support with buttons, zips and other fastenings.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Athletic team skills, jumping, throwing, racquet and ball skills.	
	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Lots of opportunities to mark make in the outdoor environment using natural materials, chalk, squeezy bottles with water to support children's hand strength, coordination and pincer grip. Support children to correctly form letters, from large movements using the whole arm down to mark making	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Handwriting taught in small groups with adult support so misconceptions can be immediately addressed.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Children begin to develop an accurate and efficient handwriting style. Handwriting taught in small groups with adult support so misconceptions can be immediately addressed.	

		tools on paper. Continue to model and support tripod grip					
	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Consolidate an understanding of safety and risk during physical activity Adults to offer support and guidance and staying safe, particularly in the outdoor areas. Rules established for safe use of materials such as scissors.	Develop overall body-strength, balance, co-ordination and agility.	Gymnastics: take-off and landing, balancing Dance: posture, jumps and musicality.			
	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Sending and receiving a ball with feet and hands	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Introduction to invasion games; sending receiving, attacking, defending and scoring.			