

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: Gross Motor Skills	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? Stopping and starting safely. - To know how to kick/catch/hit/throw a ball, climb, run, jump, skip, hop, crawl, slide. - To begin using your body to do 2 actions at the same time. (E.G- jumping jacks- both arms and legs moving.) - To look at equipment when using it. - Teach importance of staying safe when moving – thinking about keeping balance when moving and still. - Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Clear rules and visuals about how to move inside the classroom – consistently supported by all staff. - Safe spaces for children to move around freely. - Opportunities to do activities whilst standing and sitting, lying down etc. <p>'PE' lesson</p> <ul style="list-style-type: none"> - Modelling finding a space - Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc. - Modelling different ways of moving – running, walking, skipping, crawling etc - Link to being safe in other environments - What does being active feel like? (heart beating fast, face is warm/sweaty) <p>Outside:</p> <ul style="list-style-type: none"> - Building with 'heavy' equipment such as big wheels, blocks - Obstacle courses to navigate their way around - Bikes and scooters - Climbing opportunities – over and under A-frames, steps, ladders - Throwing, catching, kicking activities - Moving to music

Spring

Strand: Gross Motor Skills

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? What is personal space? Changing from different movements quickly and safely.
- Teach moving whilst balancing – using lines on the floor, beams, jumping from different points. Balancing for longer periods of time.
- Continue to teach importance of staying safe when moving. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched.
- Teach idea of 'strength' kicking a ball far, vs kicking a ball to a person who is near.
- Using body to complete two actions at the same time (Jumping jacks etc)

Core Provision

Classroom:

- Clear rules and visuals about how to move inside the classroom – consistently supported by all staff.
- Safe spaces for children to move around freely.
- Opportunities to do activities whilst standing and sitting, lying down etc.

'PE' lesson

- Continue modelling finding a space – thinking about personal space.
- Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc.
- Using different body parts to balance eg. Two feet, one foot, one foot and two hands etc. Making different shapes with your body.
- Modelling different ways of moving – running, walking, skipping, crawling etc
- Link to being safe in other environments
- What does being active feel like? (heart beating fast, face is warm/sweaty)

Outside:

- Building with 'heavy' equipment such as big wheels, blocks
- Obstacle courses to navigate their way around – incorporate balancing into obstacle courses.
- Digging and planting
- Bikes and scooters
- Climbing opportunities – over and under A-frames, steps, ladders

- Throwing, catching, kicking activities
- Moving to music
- Balancing equipment such as stilts or scooters – swapping feet.
- hopscotch

Summer

Strand: Gross Motor Skills

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- Teach different ways of moving in and out of spaces – crawling, jumping, walking, running etc. What is a space? What is personal space? Changing from different movements quickly and safely.
- Teach moving whilst balancing – using lines on the floor, beams, jumping from different points. Balancing for longer periods of time.
- Continue to teach importance of staying safe when moving. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched.
- Teach idea of 'strength' kicking a ball far, vs kicking a ball to a person who is near.
- Using body to complete two actions at the same time (Jumping jacks etc)
- Hand-eye coordination – kicking a ball, hitting a ball with a tennis racket, dribbling a ball with a hockey stick
- Continue to teach moving appropriate to the space
- Continue to teach moving whilst balancing – using lines on the floor, beams, jumping from different points – negotiating obstacles safely.
- Continue to teach importance of staying safe when moving. Teach and model ways of staying safe when moving in different environments – holding on to rails, balancing on beams with arms outstretched.

Core Provision

Classroom:

- Clear rules and visuals about how to move inside the classroom – consistently supported by all staff.
- Safe spaces for children to move around freely.
- Opportunities to do activities whilst standing and sitting, lying down etc.

'PE' lesson

- Continue modelling finding a space – thinking about personal space.
- Using different equipment to move around/avoid obstacles eg. cones, hoops, climbing equipment etc. Relay races using different equipment.
- Using different body parts to balance eg. Two feet, one foot, one foot and two hands etc. Making different shapes with your body.
- Modelling different ways of moving – running, walking, skipping, crawling etc
- Dribbling ball with a hockey stick, hitting a ball with a tennis racket, kicking a ball
- Link to being safe in other environments
- What does being active feel like? (heart beating fast, face is warm/sweaty)

Outside:

- Building with 'heavy' equipment such as big wheels, blocks
- Obstacle courses to navigate their way around – incorporate balancing into obstacle courses.

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| | <ul style="list-style-type: none">- Digging and planting- Bikes and scooters- Climbing opportunities – over and under A-frames, steps, ladders- Throwing, catching, kicking activities- Moving to music- Balancing equipment such as stilts or scooters – swapping feet. |
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