













	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Autumn 1 - All About Me	Autumn 2 - Celebrations	Spring 1 - The World Around Us	Spring 2 - Amazing Animals	Summer 1 - Come Outside	Summer 2 - On an Adventure
Possible Themes	Starting school / my class / Rules / My Family and Friends / My likes and dislikes / What am I good at? / How do I feel? / How do I make others feel? / Self-portraits / Family photos / People who help us (Dr, dentist etc) / Looking after ourselves / What is happening in the BOLE?	Autumn / Diwali 24 th Oct / Bonfire Night 5 th Nov / Firefighter / Remembrance Day 11 th Nov / Nursery Rhyme Week 15 th Nov / Christmas / Nativity show	New Years and wishes / Weather / Seasons / The Great Outdoors / What is happening in the BOLE? / Reduce, Reuse, Recycle / where do we live in the world? / Cooking / Valentines / Chinese New Year	Life Cycles / Animals Around the World / Day and Night Animals / Happy Habitats / Dinosaurs / Explore / planting seeds (at the end of $\frac{1}{2}$ term) / Pancake Day 21 st / World book day 2 nd March / International Women's Day / <u>Holi</u> 8 th March / Easter / Seasons	Plants and Flowers / Weather / Seasons / Compare Now and Then (Sept/May) / Explore / Andy Goldsworthy/ observational drawing/still life/ photography	Vehicles / Transport / Local walk / Where have you been in the World? / Design your own transport / Being safe / Pirates / Space
Enrichment Activities	Creating class family photo albums RWI stay and play Visit from a Dr/nurse/dentist Goldilocks and the Three Bears National Poetry week	Mrs Mistry to tell us the Diwali story Nursery Rhyme Week/ Dress Up Whole school Geography and History Enrichment week - Ukraine Visit from a Firefighter Nativity Performance Walk to post our local post box to post Christmas cards Christmas Jumper/Dinner Day	Kindness tree Ice Experiments Chinese New Year Parade 3 R's visitor The Three Little Pigs	Pancake day - cooking Planting our seeds - Sunflower challenge Vegetable Patch Caterpillar diaries begin World Book Day Easter Service	Continue Sunflower challenge Grandparents in to visit (then and now)	Police officer visit Sports and Healthy Eating Week The Gingerbread man
Physical Development - Gross Motor	Real PE - Fundamental movement skills: Coordination - footwork Static balance - one leg	Real PE - Fundamental movement skills: Dynamic Balance to Agility - Jumping and Landing Static Balance - Seated I can play with others and take	Real PE - Fundamental movement skills: Dynamic Balance On a Line Static Balance Stance I can follow simple instructions. (C&L)	Real PE - Fundamental movement skills: Coordination Ball Skills Counter Balance With a Partner I can observe and copy others.	Real PE - Fundamental movement skills: Coordination Sending and Receiving Agility Reaction / Response I can move confidently in different ways.	Real PE - Fundamental movement skills: Agility Ball Chasing Static Balance Floor Work I am aware of the changes to

	I enjoy working on simple tasks with help. (PSED)	turns and share with help. (PSED)				the way I feel when I exercise. (PSED)
	Children will learn to move safely in a space.	Children will explore different ways to travel using equipment.	Children will balance on a variety of equipment and climb. Children will jump and land safely from a height.	Children will be able to control a ball in different ways.	Children will move safely with confidence and imagination, communicating ideas through movement.	Children will be able to play by the rules and develop coordination.
Physical Development - Fine Motor	Children will have chosen a dominant hand Children will begin to use a tripod grip when using mark making tools	Children will accurately draw lines, circles and shapes to draw pictures, as well as beginning to form letters Children will handle scissors and use them to make snips in paper	Children will be using a pencil / paintbrush confidently Using scissors, children will snip paper moving forward	Children will be holding a pencil effectively Using scissors, children will be able to follow a straight line when cutting	Children will cut along a curved line Children will use cutlery appropriately	Children will form most letters correctly using the correct movements Children will be cutting out complex shapes

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FISTED GRIP 1-2 years old Before this age the child will not be able to hold the pencil with the fist.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old The child's hand is turned so that the palm is facing down towards the page. Movement comes mostly from the shoulder and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	 <p>4 FINGER GRIP 3-4 years old All fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p> <p>the high index</p>	 <p>hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joint of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grip when the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP 6-8 or 7 years old The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the shoulder and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		