



## EARLY DEVELOPMENT PATHWAY LONG TERM PLAN Physical Development

PRIME AREAS	THE NEW EARLY YEARS FRAMEWORK 2021				CHARACTERISTICS OF EFFECTIVE LEARNING		
	Personal, Social and Emotional Development				Creating and thinking critically	Active Learning	Playing and exploring
	Making Relationships	Sense of Self	Understanding Emotions				
	Communication and Language						
	Listening and Attention	Understanding	Speaking				
	Physical Development						
	Moving and handling		Health and Self-care				
SPECIFIC AREAS	LITERACY Reading Writing	MATHEMATICS	UNDERSTANDING THE WORLD People and Communities The World Technology	EXPRESSIVE ARTS AND DESIGN Creating with materials Being imaginative and expressive			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	ALL ABOUT ME	CELEBRATIONS	ONCE UPON A TIME	BEASTS LARGE AND SMALL	IN THE GARDEN	OUT AND ABOUT
PHYSICAL DEVELOPMENT	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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
MOVEMENT BALANCE AND CO-ORDINATION HANDLING SPORTS EQUIPMENT	Children are given opportunities to move freely and develop the movements of commando crawling, crawling, rocking, and dancing with their whole bodies. Action songs and games are used to develop waving, kicking, rolling and crawling.	Children are given opportunities to move freely and develop the movements of commando crawling, crawling, rocking. Action songs and games are used to develop waving, kicking, rolling and crawling. Children are encouraged to whole body dance to a range of cultural music.	Children are given opportunities to move freely and develop the movements of commando crawling, crawling, rocking. Action songs and games are used to develop waving, kicking, rolling and crawling, moving in different directions. Children play games that encourage them to pass objects from one hand to the other and	Children are given opportunities to move freely and develop the movements of commando crawling, crawling, rocking. Action songs and games are used to develop waving, kicking, rolling and crawling. Children play games that encourage them to pass objects from one hand to the other and develop confidence	Games now involve stopping, starting and changing direction as well as whole body dancing. Action songs and games are used to develop waving, kicking, rolling and crawling, moving in different directions. Children play games that encourage them to pass objects from one hand to the other. They gain confidence	Games now involve stopping, starting and changing direction as well as whole body dancing. Action songs and games are used to develop waving, kicking, rolling and crawling, moving in different directions. Children play games that encourage them to pass objects from one hand to the other. They gain confidence

HANDLING TOOLS WITH CONTROL	<p>Manipulates objects using hands</p> <p>Children will explore a range of different types of instruments alongside finger rhymes, and action songs. They will engage in a range of sensory mark making experiences.</p>	<p>and dancing with their whole bodies.</p> <p>Children will explore a range of different types of instruments alongside finger rhymes, and action songs. They will engage in a range of sensory mark making experiences.</p>	<p>begin to throw a ball over arm.</p> <p>Children will be encouraged to manipulate different sized objects in exploratory play. They will use water with brushes, roller and sponges as well as different media e.g. chalk.</p>	<p>moving on different surfaces</p> <p>Children will be encouraged to manipulate different sized objects in exploratory play. They will use water with brushes, roller and sponges as well as different media e.g. chalk.</p>	<p>moving on different surfaces, begin to throw a ball over arm and kick a stationary large ball</p> <p>Children will be encouraged to make marks on large and small scales using different media for example paint, chalk and different tools eg sticks, brushes.</p>	<p>moving on different surfaces, begin to throw a ball over arm and kick a stationary large ball</p> <p>Children will be encouraged to make marks on large and small scales using different media for example paint, chalk and different tools eg sticks, brushes.</p>
HEALTH AND WELLBEING	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>	<p>Children will be encouraged to try new food textures and tastes through snack, lunch and food technology. They will be encouraged to make appropriate</p>

	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety. Children will explore hygiene and related routines.</p>	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety.</p>	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety.</p>	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety. Children will explore simple ways to keep pets healthy and how to keep themselves safe around animals.</p>	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety.</p>	<p>clothing choices related to the weather. Adults will model routines and boundaries for safety. Children will explore ways to stay safe in the sunshine and on the beach.</p>
<p>Continuous provision</p>	<p>Use of tyres, crates, planks, large blocks, balls, trikes to support gross motor development. Use of clay, playdough, threading, mark making opportunities, scissors, tweezers to support fine motor control. Toileting and handwashing support Developing strength, co-ordination, agility and body confidence through engaging with a range of quality provocations and experiences.</p>					