

Reception LTP 2023-2024

This document should be used alongside the OH EYFS Curriculum Milestones document.

Subject	Autumn Term 1 (8 weeks)	Autumn Term 2 (7 weeks)	Spring Term 1 (5 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (7 weeks)	Summer Term 2 (7 weeks)
MOE/Topic	All about Me/ Life on Earth	Percy the Park Keeper The Nutcracker (Toys in the past)	Under the Sea Africa Amazing Art (3 sets of 2 weeks)	The Farm	Once Upon a Time (3 sets of 2 weeks)	Mini-beasts
Texts	Funny bones Aliens Love Underpants After the Fall (Transition Text)	Percy The Park Keeper The Nutcracker	Somebody Swallowed Stanley Clean Up A whale's Tale Snail Trail	Farmer Duck	Jack and the Beanstalk Gingerbread Man The Three Billy Goats Gruff	Mad About Minibeasts The Very Hungry Caterpillar Super Worm,
	Lists and labels		Captions and simple sentences		Sentences and narratives	
Literacy – Writing	T modelling writing/ CI writing opportunities/ Mark making/ Colourful Semantic writing opportunities. Early morning writing task – names		CI – sounds in order/captions/simple sentences/ Colourful Semantics to structure sentences. Early morning writing task – 3 times a week (Spring 2)		Narrative writing/ non-fiction writing/ Colourful Semantics to structure sentences. CI – sentence writing/narrative Early morning writing task daily	
Literacy - Phonics	Phase 1 consolidation Phase 2 – whole class		Phase 3 whole class Phase 2 interventions		Phase 4 whole class Phase 2/3 intervention	
Mathematics	See LTP Maths planning					

PSED	Jigsaw - Being Me (Aut 1) Celebrating Difference (Aut 2)		Jigsaw - Dreams and goals (Spring 1) and Healthy Me (Spring 2)		Jigsaw - Relationships (Summer 1) and Changing Me (Summer 2)	
C&L	Whole class listening games Phase 1 phonics games Small group listening skills Listens to stories – recall Follow two part instructions Marvellous Me Bags - children introduced to asking questions of each other		Whole class listening skills Listens to stories – recall Marvellous Me Bags - children introduced to asking questions of each other Small peer:peer group listening skills Chatter Partners		Whole class listening skills in a range of situations Listens to stories without pictures Marvellous Me Boxes- children introduced to asking questions of each other Small peer:peer group listening skills Chatter Partners	
Science	Science Parts of the body Similarities and differences between each other Talking about our environment Understand how to stay healthy / healthy food choices Senses Seasonal changes	Science Exploring Autumn – collecting natural and found objects Similarities and differences between different animals. Hibernation Forces / materials Comparing habitats (farm and under the sea) Looking after pets British Wildlife Talk about how we have changed since we were a baby. Seasonal changes	Science Comparing habitats (land/sea) Sorting materials (magnetic / not magnetic) Forces - push and pull Seasonal changes	Science Comparing habitats (land/sea) Similarities and differences between animals inc.mother/baby Life cycle - bean plants Chicken lifecycle Understand how to stay healthy / healthy food choices Seasonal changes	Science Similarities and differences between animals/ plants Seeds-plant and grow, care for seeds- identify changes. Sorting materials Floating and sinking Sorting materials Seasonal changes	Science Caterpillar / butterfly lifecycle Talk about how we have changed since we were a baby. Understand how to stay healthy / healthy food choices Seasonal changes Comparing a range habitats

<p>End of year expectations</p>	<p>Science Work scientifically: I can explain how I think things have happened. Biology Understand Plants: I can talk about changes I see in a plant I have grown. Biology: Understand animals and humans: Point to parts of the body and name them. Spot similarities and differences between self and another child. Biology - Investigate living things: I can compare 2 habitats (farmland and seas) and say how they are the same/ different Biology - Understand evolution and inheritance: Use photos of ourselves / family members to show how we have changed. Chemistry - Investigate materials: I can sort a set of materials in different ways Physics: I can name the 4 seasons and, with support, can talk about the changes in weather.</p>					
	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Explore and talk about their outdoor areas</p> <p>Draw information from a simple map</p> <p>Talk about location of familiar places.</p> <p>Begin to know there are different countries in the world.</p> <p>Able to identify England on a map of Great Britain.</p>	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about simple geographical features eg arrow valley lake, school field, forest school area.</p>	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.(Africa)</p> <p>Give details about where they live e.g. town, street name.</p>	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. (farm)</p> <p>Use geographical vocabulary to describe their local environment.</p> <p>Follow a simple map of the classroom</p> <p>Create maps of the farm</p>	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Draw a simple map relating to a story.</p> <p>Able to identify England on a map of Great Britain.</p>	<p>Geography Understand the effect of changing seasons on the natural world around them.</p> <p>Points out landmarks on a walk in their local area.</p> <p>Interpret an aerial view of their school, commenting on what they can see.</p> <p>Mini-beast Hunt in Forest School</p>
<p>End of year expectations</p>	<p>Geography - Locational knowledge: I can describe the place where I live using vocabulary such as town, houses, shops and countryside.</p>					

	<p>Place knowledge:When looking at books or our Learning Journeys I can spot things are the same and different between places around the world and where I live.</p> <p>Human and physical geography: I can name the 4 seasons and, with support, can talk about the changes in weather.</p>					
	<p>History Talking about family and experiences/ events</p> <p>Talk about past and present – sequence events.</p> <p>Acts out familiar routines from home eg ordering evening routine pictures.</p> <p>Join in and talk about family customs or routines.</p>	<p>History Special times and events for family and friends.</p> <p>Order photographs of baby, child and adult. Distinguish between old and new items.</p> <p>Similarities and differences between old and new toys.</p> <p>Join in and talk about family customs or routines.</p>	<p>History Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Order pictures from a story chronologically.</p> <p>Know that children grow and change with the passage of time.</p> <p>Join in and talk about family customs or routines.</p>	<p>History Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories.</p> <p>Join in and talk about family customs or routines.</p>	<p>History Sequence and retell stories.</p> <p>Talk about past and present events in their own lives.</p> <p>Join in and talk about family customs or routines.</p>	<p>History Know that children grow and change with the passage of time. (transition)</p> <p>Join in and talk about family customs or routines.</p>
End of year expectations	<p>History - Investigate and interpret the past: I can tell you some things that have happened in my life and in the lives of people in my family.</p> <p>Build an overview of world history: I can describe things that are the same and different between things in the past and now.</p> <p>Chronology: I can talk about the past by reading books and listening to stories.</p>					
UTW - RE	F4 Being Special: Where do you belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?

End of year expectations	R.E I can recall simply what happens at a traditional Christian festival (Christmas) F2 I can talk about people who are special to me F2 I can talk about somewhere that is special to me, saying why F5					
DT	DT Skills – construction - joining construction pieces together Textiles (threading) Scissor control Healthy food choices <u>Construction</u> Rosie Revere Engineer	DT Junk modelling – joining boxes and materials in different ways using masking tape and glue. Design with a purpose in mind (hedgehog houses) Talk about what they’re going to make. Use trial and error. Scissor control <u>Construction</u> Rosie Revere Engineer	DT Junk modelling – joining boxes and materials in different ways using masking tape and glue. Design with a purpose in mind. Wheels and axles - how wheels work. (safari jeeps) Experiment with ways to enclose spaces. Scissor control Weaving - Africa <u>Construction</u> Rosie Revere Engineer	DT Junk modelling – joining boxes and materials in different ways using masking tape and glue. Design with a purpose in mind. Wheels and axles - how wheels work. (vehicles) Manipulate materials to achieve a planned effect. Talk about how to make changes to designs. Healthy food choices <u>Construction</u> Rosie Revere Engineer	DT Joining materials using paper clips, split pins, treasury tags, staples. Experiment with designs and materials. Use tools safely. Explore 2d and 3d structures. (playdough, lollipop sticks, art straws) Scissor control Food Weaving (outdoors) <u>Construction</u> Rosie Revere Engineer	DT Use simple techniques to join materials. Share creations and explain the process they have used. Healthy food choices (V. Hungry Caterpillar) Scissor control Textiles (threading) <u>Construction</u> Rosie Revere Engineer

<p>End of year expectations</p>	<p>DT - Master practical skills: Pupils understand the importance of healthy food choices Pupils can join a range of resources together to build and balance, stacking them in different ways Design, make, evaluate and improve: Design - Pupils can design with a purpose in mind Make - Pupils can use simple techniques to join materials Evaluate - Pupils can talk about the process they have used. Take inspiration from design throughout history: Rosie Revere Engineer</p>					
<p>Art</p>	<p>Art</p> <p><u>Painting</u> Experimentation – mixing colours. Express ideas and feelings through marks. <u>Painting</u> Show different emotions in their drawings and paintings. <u>Drawing -</u> Draw detailed pictures</p> <p><u>Sculpture -</u> Freely explore materials and develop their own ideas. Explore playdough and tools.</p> <p><u>Artist:</u></p>	<p>Art</p> <p>Identify artwork (paintings) that appeals to them. Express opinions about art that they like.</p> <p><u>Painting</u> Experiment with colours in different ways.</p> <p><u>Drawing / painting -</u> Show different emotions in their drawings and paintings.</p> <p><u>Collaging</u> Experimenting with texture. Fill the space.</p> <p><u>Sculpture -</u> Junk modelling - hedgehog houses. Join</p>	<p>Art</p> <p>Africa: Identify artwork that appeals to them. Express opinions about art that they like.</p> <p><u>Drawing -</u> Draw with increasing complexity and detail.</p> <p><u>Sculpture -</u> Junk modelling - safari vehicles - Join different materials and explore different textures.</p> <p><u>Artist:</u> Henri Matisse- The book 'Snail Trail' to explore artists contained in the story.</p>	<p>Art</p> <p><u>Drawing / painting -</u> Using different media combined to create new effects. Sort art by medium. Use art to demonstrate feelings.</p> <p><u>Collaging</u> Think about composition and colour.</p> <p><u>Sculpture -</u> Junk modelling - farm vehicles - Join different materials and explore different textures.</p>	<p>Art</p> <p><u>Drawing / painting -</u> Using different media combined to create new effects Colour and texture revisit. Think of an artist's point of view. Experiment with a range of materials.</p> <p><u>Artist:</u> Mondrian</p>	<p>Art</p> <p>Identify artwork (sculptures/collage) that appeals to them. Express opinions about art that they like. Using different media combined to create new effects</p> <p><u>Collaging</u> The Snail (Matisse)</p> <p><u>Sculpture -</u> Freely explore materials and develop their own ideas. Explore playdough and tools. Combine different materials.</p>

	The Noisy Paint Box Kandinsky- https://www.youtube.com/watch?v=X9rPe7CcfZM	different materials and explore different textures. Explore playdough and tools.				
End of year expectations	Art - Take inspiration from the greats: I can express my ideas and feelings about the work of Kandinsky, Matisse, Mondrian Develop Ideas: I can use different media and materials to show my creative ideas. Master Techniques: Drawing					
	Music Exploring sounds in the environment. Respond to music. Join in with songs and rhymes. Sing short phrases from familiar songs. Marching, dancing, jumping, twirling, skippings and top toeing to music.	Music Singing and class assembly Describe music as happy, scary, calm. Move your body in time to music. Sing 3 well known Nursery rhymes	Music Exploring different sounds musical instruments make. Describe sounds as loud, quiet, long, short. Can sing a whole song with other children.	Music Exploring different sounds musical instruments make. Clap in a rhythm. Play instruments to convey feelings.	Music Use music to illustrate stories and dance. Pitch control and rhythmic accuracy. Describe changes to a piece of music from different genres.	Music Use music to illustrate stories and dance independently. Sing a range of well-known nursery rhymes and songs. Perform songs and rhymes with others.
End of year expectations	Music - Perform: I can explore and engage in music making, performing solo or in groups. Compose: I can use a variety of effects to express my ideas Transcribe: I can follow a picture graphic score to tell me what to play. Describe Music: I can move to and talk about music, expressing my feelings and responses.					
E-safety/ Computing	CODE: Follow instructions to play a game on IWB	CODE: Follow instructions to play a game on IWB	CODE: Follow instructions given by a friend to play a game on IWB	CODE: Follow instructions given by a friend to play a game on IWB	CODE: Follow instructions given by a friend on a map.	CODE: Follow instructions given by a friend on a map.

	COMMUNICATE: CONNECT Unit 1:1 rule writers	COMMUNICATE: CONNECT Unit 1.2 We are kind and thoughtful	COMMUNICATE: Explore, with support, Paint program on IWB- colour choices CONNECT Unit 1:3 We are responsible internet and device user	COMMUNICATE: Paint program -select brush thickness CONNECT Unit 1:4 We are information protectors	COMMUNICATE: Paint program-free line drawing. CONNECT Unit 1:5 We are good digital citizens	COMMUNICATE: Paint program-free line drawing. CONNECT Unit 1:6 We are responsible gamers
End of year expectations	<p>Code: Follow a series of simple instructions in a range of contexts. Begin to give simple instructions to a partner.</p> <p>Communicate: I can select and use a range of tools on a simple paint package to create a picture (IWB)</p> <p>Connect: I can explain who I would go to if I had concerns about things I've seen/heard on screen.</p>					
PD	Write dance – gross motor Physical literacy within PE sessions - BB Pencil grip	Physical literacy within PE sessions - BB Scissor Skills Letter formation	Letter formation Dough disco Scissor Skills	Letter formation Scissor Skills		
PE lesson	Games – First PE	Dance	Game - Tennis	Gymnastics	Multi skills	Dance
Gross Motor Progression	See progression activities in the grid below.					

Reception Physical Development Programme

Autumn 1

Transition Week
Weeks 1&2 Resources – beanbags, jigsaw, tunnel, coloured stickers, bubbles
<u>Beanbag Fun</u> Encourage children to drop a beanbag on the floor quite near to their feet. Without moving their feet, can they bend down and pick it up? Try dropping the beanbag at different places around the body.
<u>Crawling Jigsaw</u> Children work in pairs. Place the pieces of a jigsaw 3–4 metres away from children. Ask them to crawl to retrieve a piece, bring it back and make the jigsaw. They should take turns to retrieve the pieces. Add in a tunnel if you have one.
<u>Pop the Bubble</u> Put two dots of different colours on children’s hands. Blow bubbles and ask them to pop each one with the hand of a particular colour. Deliberately blow bubbles to the opposite side so children have to reach across.
<u>Chasing Games</u> Encourage children to play chasing games outside.
Weeks 3&4 Resources – cubes, cloths, beanbags, containers, tyres
<u>Baby Stick Insect</u> Ask children to place hands and knees on the ground, making a table. Ensure tummies don’t sag down, shoulders stay over their hands and heads are in a neutral position, not arched upwards. Put a pile of cubes (insect food) in front of children. Ask them to pick up the food, pretend to eat it and put it down again, while maintaining the correct position. As they improve, ask them to stretch a leg backwards. Progress to one leg and one arm (opposite). Do all activities slowly.
<u>Slippy Slide</u> Children start on all fours, tummy down, with a cloth under their preferred hand. They slide the cloth along the floor, keeping the rest of the body still. They draw a shape with the cloth. Then change hands.
<u>Beanbag Pick Up</u> Ask children to sit on the floor. Give them some beanbags on one side and a container on the other. Ask children to reach across their body to pick up a beanbag and place it in the container. Swap sides.
<u>Tyre Push</u> Have some large tyres in the outdoor area. Stand them upright and ask children to push them around the space.
Weeks 5&6 Resources – large paper to wall (tiny person in middle) paintbrushes and paint or chalk, bucket,
<u>Rollover</u> Ask children to lie on their backs on the floor. Sing ‘There were Ten in the Bed’. When it comes to the rollover part, ask children to roll in one movement from their backs to their tummies. Encourage them to hold their tummies tight and keep their legs together.
<u>Wall Push</u> Tell children the wall is falling down, and ask them to push it to keep it up. Their bodies should be straight and they should have a slight bend in the elbows. Ask them to push for a count of 5 or 10 seconds, run around and then come back for another push.
<u>Big Circles</u> Attach a large piece of paper to the wall. Draw a tiny person in the middle of the paper. Ask the child to draw a big circle around the person. If they are right handed, they draw anticlockwise; if left handed, clockwise. (This could be done outside with paintbrushes or chalk on a wall.)
<u>Jack and Jill Race</u> Fill a pail with water. Ask children to carry it, using both hands, for a short distance. Can they carry it with their left or right hand? Gradually increase the amount of water. Encourage them to sing the song at the same time.

Autumn 2

Weeks 1&2 Resources – bar for hanging / trim trail monkey bars, different surfaces for moving on

London Bridge

Ask children to lie on their back, tuck their feet near to their bottom and lift their bottom and lower back off the ground, so the weight is on their shoulders and feet. Explain to them they are like London Bridge. Sing the song, encouraging children to lift up and lower slowly to the ground.

Hang On

Ask children to hang on a bar, fingers over, thumbs under. Provide help if needed. Count to see how long they can hang on. After a rest, they try to beat their score. This is an activity to keep going back to. Some children may find this very difficult. Help them or repeat some of the shoulder strength activities from earlier weeks.

Opposites

Stand facing children and ask them to stand up tall. Ask them to bring one knee up and touch it with the opposite hand. Now bring up the other knee and touch it with the other hand. Children should look at you, not their hands and knees. Repeat with raising heels behind. Do the activity with children. (Some children may need to do this lying down first while you help them move.)

Different Game

Encourage children to move over different surfaces in different ways and different directions.

Weeks 3&4 Resources – beanbags, flutes, red cup, blue cup, ball, sit-and-ride vehicles

Snake Charmer

Ask children to lie on the floor, knees bent, feet flat on the floor, with a beanbag between their knees. Their hands should be on their thighs. As the snake charmer plays a tune on the flute, children lift their heads and slide their hands up to their knees and hiss (holding the position) until the signal to go back down slowly.

Bouncing Bunnies

Encourage children to bunny hop around the room. Bunny hops involve weight being taken onto the hands, not just jumping around.

Cup Stop It

Ask a child to sit 2–3 metres away from you. Give them a red cup and a blue cup, one in each hand. Roll a ball towards the child. Shout out red cup or blue cup. The child has to stop the ball by putting the appropriate cup on top of it. As they get better roll the ball to one side and shout out the colour on the opposite side. (so they have to reach across their body).

Vehicles

Encourage children to push/pedal themselves around on sit-and-ride vehicles.

Weeks 5,6&7 Resources – balloon, balls (one between two), hopscotch markers / chalked hopscotch

Balloon Fun

Ask children to sit on their bottoms and play balloon 'Keepy Uppy'. Encourage them to use their hands and their feet to keep the balloon up.

Nose to Knee

Ask children to get onto their hands and knees. Make sure their back is flat. Ask children to lift a knee off the ground and bring it towards their nose, curling their back as they do it. They hold for a few seconds and then straighten the leg out behind them and hold it out while lifting their head to look at the ceiling. Their hands and other knee must stay where they are.

Back to Back Passing

Sit children back to back with a partner. Can they pass the ball around in one direction, then the other?

Hopscotch Bootcamp

Lay out a path of floor markers or chalk circles for children to jump along (using two-footed jumps).

Spring 1

Weeks 1&2 Resources – beanbags, book (Commotion in the Ocean), 1 ball per group, balance beams, logs (for walking along), chalk lines

Beanbag Fun

Get children to explore different balancing tricks with a beanbag. Can they balance it on different parts of their body – hand, head, leg, arm, shoulder, elbow, top of the foot? Can they do this standing on one foot? Can they move around an area with the beanbag in different positions without dropping it? Encourage them to move in different directions and in different pathways (straight, curving, zigzag).

Crazy Crabs

(This could be linked to a book. Commotion in the Ocean by Giles Andreae is a good one.) Ask children to move around on their hands and feet with their tummies up. Ask them to go forwards and backwards first as sideways is harder.

Under, Over, Side to Side

Line children up in small groups. They have to pass the ball, over their heads, under their legs and side to side. Once the ball gets to the person at the back, they run to the front and the game repeats.

Walk Along

Use balance beams/logs/chalk lines. Encourage children to walk along them slowly.

Weeks 3&4 Resources – cubes, cloths, cards for writing words, beanbags, tyres

Mummy Stick Insect

Ask children to put their hands and feet on the ground, in a plank position. Ensure tummies don't sag down, shoulders stay over their hands and heads are in a neutral position, not arched upwards. Put a pile of cubes (insect food) in front of children. Ask them to pick up the food, pretend to eat it and put it down again, while maintaining the correct position. As they improve, ask them to lift a leg.

Slippy Slide 2

Children start on all fours with a cloth under the preferred hand. They slide the cloth along the floor, keeping the rest of the body still. They draw a shape with the cloth, write a letter with the cloth, then write letters far away from the body. Write words on cards and ask children to slide their hand towards a word.

Circle Beanbag Pick Up

Ask children to sit in a circle, picking up and dropping beanbags for the next person to pick up. Ensure they are all using only one hand at a time and crossing over their bodies each time.

Tyre Push 2

Ask children to create an obstacle course to push the tyres around. (Try to find a slight incline if you can.)

Weeks 5&6 Resources – story time book, beanbags, 2 buckets per child

Rollover Reading

At story time, ask children to lie on their backs on the floor and listen very carefully. Every time they hear the page turn, they have to roll onto their tummies and on the next page turn, return to their backs.

People Push

Working with a partner, children stand opposite each other with one foot in front of the other. They place their palms together, arms with a slight bend, and try to push each other to take a step backwards.

Big Circles 2

As previous activity, with a beanbag on their head, so only their eyes move as they draw the circle.

Jack and Jill Challenge

Half fill two pails, one with water, one with paper. Ask children to walk along a line, carrying both pails, one in each hand. Switch hands and repeat.

Week 7 Resources – cars, soft toys, hang on bar / trim trail monkey bars, climbing frames, slides, monkey bars

Under London Bridge

Have children take up the bridge position from the last activity.

- Can a partner push a car underneath their bridge?
- Place a soft toy underneath their bridge. How long can they stay up without squashing the toy?

Hang On 2

Ask children to hang on to the bar as in the previous activity. Can they lift a knee to their chest, and repeat with the other knee? No swinging is allowed.

Opposites 2

Repeat previous activity: Stand facing children and ask them to stand up tall. Ask them to bring one knee up and touch it with the opposite hand. Now bring up the other knee and touch it with the other hand. Children should look at you, not their hands and knees. Repeat with raising heels behind. Do the activity with children. (Some children may need to do this lying down first while you help them move.)

Then swap between front and back. Introduce a pattern, e.g. three back, one front, two front, two back.

Swing, Slide and Jump

Encourage children to play on climbing frames, slides and monkey bars. Encourage activities where children have to swing, slide and jump off.

Spring 2

Week 1 Resources – cars, soft toys, hang on bar / trim trail monkey bars, climbing frames, slides, monkey bars (as above)

Under London Bridge

Have children take up the bridge position from the last activity.

- Can a partner push a car underneath their bridge?
- Place a soft toy underneath their bridge. How long can they stay up without squashing the toy?

Hang On 2

Ask children to hang on to the bar as in the previous activity. Can they lift a knee to their chest, and repeat with the other knee? No swinging is allowed.

Opposites 2

Repeat previous activity: Stand facing children and ask them to stand up tall. Ask them to bring one knee up and touch it with the opposite hand. Now bring up the other knee and touch it with the other hand. Children should look at you, not their hands and knees. Repeat with raising heels behind. Do the activity with children. (Some children may need to do this lying down first while you help them move.)

Then swap between front and back. Introduce a pattern, e.g. three back, one front, two front, two back.

Swing, Slide and Jump

Encourage children to play on climbing frames, slides and monkey bars. Encourage activities where children have to swing, slide and jump off.

Weeks 2&3 Resources – beanbags, flutes / mini recorders, bench, balls, scooter boards / skateboards, balance bikes

Snake Charmer 2

Ask children to lie on the floor, knees bent, feet flat on the floor, with a beanbag between their knees. They stretch their arms above their heads. As the snake charmer plays a tune on the flute, children lift their heads and slide their hands up to their knees and hiss (holding the position) until the signal to go back down slowly

Bucking Broncos

Ask children to put their hands in the middle of a bench and feet on the ground. Can they move along the bench by jumping feet first, then moving their hands?

Cup Stop It 2

As in previous activity, but:

- vary the speed of the roll
- say left or right rather than colours.

Riding

Use some scooter boards or skateboards. Can children sit/lie on the boards and pull themselves along using their arms? Use balance bikes.

Weeks 4&5 Resources – balloons, instruments (rhythm) or metronome, large ball, hopscotch markers / chalked on floor

Balloon Fun 2

As previous activity:

Ask children to sit on their bottoms and play balloon 'Keepy Uppy'. Encourage them to use their hands and their feet to keep the balloon up. But can they keep their feet off the ground?

Nose to Knee +2

As previous activity:

Ask children to get onto their hands and knees. Make sure their back is flat. Ask children to lift a knee off the ground and bring it towards their nose, curling their back as they do it. They hold for a few seconds and then straighten the leg out behind them and hold it out while lifting their head to look at the ceiling. Their hands and other knee must stay where they are.

With the following challenges:

- Move to the rhythm of an instrument or metronome (slow and steady).
- Hold each arch and curl for 5 seconds.

Ball Play

Ask children to show you what they can do with a large ball. Encourage them to pass it around the body, to pass it through their legs, to roll it up one arm and down the other, etc.

Hopscotch Bootcamp 2

Ask children to alternate two-footed jumping and one footed hopping on the spot. Repeat until they are confident hopping on both feet. Then do the activity on the move. Children can make up their own hopping and jumping pattern.

Summer 1

Weeks 1&2 Resources – beanbags, book-Commotion in the Ocean, balance beams/logs/chalks

Beanbag Fun

Ask children to lie on their backs with their feet together up in the air. They then hold a beanbag between their feet. Can they pass the beanbag from their feet to their hands and back again?

Crazy Crabs 2

(This could be linked to a book. Commotion in the Ocean by Giles Andrea is a good one.) Ask children to move around on their hands and feet with their tummies up, balancing a beanbag on their tummy.

Clapping Games

Teach children some traditional clapping games in pairs, which involve clapping hands across the body.

Use balance beams/logs/chalk lines. Place a beanbag on the line. Encourage children to walk along slowly and pick up the beanbag without falling off. Raise the height as children gain confidence.

Weeks 3&4 Resources – towels, beanbags, tyres

Daddy Stick Insect

(Only attempt when child is competent at the previous Stick Insect activities) Ask children to lie on their tummies, supporting their upper bodies on their forearms. Can they tuck their toes under and lift their bodies off the ground so that only their toes and forearms are touching? Legs are together, backs are straight. If children stick their bottoms up, or spread their feet apart, go back to previous activities. Hold the position for a few seconds and then go down slowly. Gradually increase the time.

Slippy Slide 3

This works best on a wooden floor. Ask the child to go on all fours on a towel, and then shuffle the towel along the floor. This takes a bit of effort and coordination, but gives the shoulder muscles a good workout.

Pass the Beanbag

Ask children to sit in a circle and pass a beanbag anti-clockwise around the circle. They should reach across their body with their right hand to receive the beanbag, pass it to their left hand and reach across their body again to pass. Repeat in the opposite direction, receiving with the left hand and passing on with the right.

Tyre Flip

Place the tyres flat on the ground. Can children flip the tyres from one end of the area to the other?

Weeks 5, 6 & 7 Resources – drum, chairs, cushions, obstacle course and mix of objects

Team Roll

Ask children to lie down on the floor in small groups, shoulder to shoulder, with no space between them. Bang a drum. On the beat, children have to roll in the same direction all at once.

Chair Push Up

(Use a chair without arms.) Ask children to sit in a chair, place their hands on either side of the chair and push until their bottom lifts off the chair. Hold for 5 seconds. Ask them to try and lift their feet off the floor. This is a great exercise to do before writing.

Big Circles 3

As first activity, but ask children to:

- stand on an unstable surface, e.g. cushion
- draw circles in both directions

Special Delivery

Set up an obstacle course around the area with five pick-up points and a depot. At each pick-up point, place large objects of different weights and shapes (a ball, box of cereal, bucket of blocks, etc.). The object of the game is for the children to go around the course collecting all the objects and bring them back to the depot without dropping them.

Summer 2

Week 1&2 Resources – Large box, map, climbing frames/equipment

Busy Bus

Decorate a very large box as a bus. Create a map of a short bus route through an area of the room. (A wooden floor works best.) Encourage children to push the empty box around the bus route to feel how light it is. Add a child (passenger) to the bus, and have children push the bus again. Continue adding one passenger each time until they cannot push the bus anymore.

Hang On 3

Ask children to hang on a bar, fingers over, thumbs under. Ask children to march in mid air, alternating lifting knees. (If they find this easy, ask them to lift up a straight leg. If they are finding it difficult, go back to a previous activity.)

Opposites 3

Stand facing children and ask them to stand up tall. Ask them to bring one knee up and touch it with the opposite hand. Now bring up the other knee and touch it with the other hand. Children should look at you, not their hands and knees. Repeat with raising heels behind. Do the activity with the addition of moving backwards and forwards.

Encourage children to play on climbing frames, slides and monkey bars, travelling around, over, under and through objects.

Week 3&4 Resources – ropes, benches, cups, ball

Monkey Tricks

Put ropes on the floor, one per child. Ask children to bend over the rope, putting their hands on the floor and keeping their legs straight. Can they move sideways down the rope, moving right hand, then left hand, right foot, then left foot? Children may find it difficult to move only one body part at once. They should use slow and steady movements.

Bucking Broncos 2

Children stand at the end of a bench, hold onto the sides of the bench and jump their feet from one side of the bench to the other, taking weight on their hands.

Cup Stop It 3

Ask a child to sit 2–3 metres away from you. Give them a red cup and a blue cup, one in each hand. Roll a ball towards the child. Shout out red cup or blue cup. The child has to stop the ball by putting the appropriate cup on top of it. As they get better roll the ball to one side and shout out the colour on the opposite side. (so they have to reach across their body) Give children four different coloured cups. Children start with their hands on their heads. Roll the ball and say a colour.

Provide bikes without stabilisers. If children have had plenty of practice on sit-and-ride vehicles, and have progressed to balance bikes, they should be encouraged to move on to bikes.

Week 5 & 6 Resources – balloons, balls, chalks to make a hopscotch

Seated Volleyball

Children work in groups of four: two pairs sitting opposite each other. Can they keep a balloon up between the four of them, while keeping their feet off the ground?

Dinosaur Egg

Ask children to lie on their backs, curl head and legs up into a ball, with arms crossed in front of their chest. Start with 5 seconds and work up to 20 seconds as their strength improves. Once they have mastered this, they can rock from side to side and backwards and forwards.

Place four cones of different colours on the floor in a north, south, east and west arrangement. Ask the child to stand in the middle of the cones. Say a foot and a colour, and the child has to put the correct foot on the correct colour. As they get better, use a signal, e.g. a bell or a drum, for the movement.

Hopscotch Bootcamp 3

Teach children to play hopscotch. Ensure they alternate the foot on which they hop. Start off with a short hopscotch then increase the numbers of squares as children gain confidence.

Week 7 Resources – egg and spoon, hurdles, beanbags, hoops, javelin, relay batons

Continuous Provision – Sports Day activities:

- Egg and Spoon Race
- Hurdles
- Throwing beanbags in hoops,
- Javelin
- Relay race

