Early Years Long Term Curriculum Plan

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** |
| **Year A** | **Structures and Where we Live** | | **Wild Animals and Pets** | | **Summertime at the Beach** | |
| **History**  **UW** | **Last Christmas**  - Remembers and talks about significant events in their own experience.  - Recognises and describes special times or events for family or friends | **Old and New Houses**  **Victorian Christmas**  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **My Pets**  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family  - Remembers and talks about significant events in their own experience. | **Pets of the past**  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class; | **My Holidays**  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family  - Remembers and talks about significant events in their own experience | **Seaside Holidays in the past**  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **Geography UW** | **Where I Live**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | **Where I Live**  **Town and Countryside**  **Types of Houses**  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **Where animals live**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Where animals live**  - Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps;  - Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Know some similarities and differences between the natural world around  them and contrasting environments, drawing on their experiences and what  has been read in class | **Features of the beach**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Features of the beach**  **Where the beach is**  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Know some similarities and differences between the natural world around  them and contrasting environments, drawing on theirexperiences and what  has been read in class  - Understand some important processes and changes in the natural world  around them, including the seasons and changing states of matter.  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  - Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
| **Science**  **UW** | **Materials**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work. | **Materials**  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Life Cycle of a frog**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Life cycle of a frog**  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Animals and plants found at the beach**  **Floating and Sinking**  **Materials**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Animals and plants found at the beach**  **Floating and Sinking**  **Materials**  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Know some similarities and differences between the natural world around  them and contrasting environments, drawing on their experiences and what  has been read in class  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Computing UW** | **Introducing a PC**  **Mouse Control**  **Taking photos & videos**  -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Introducing a PC**  **Mouse Control**  **Taking photos & videos** | **Using iPads**  - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  --Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Using iPads** | **Electronic Toys**  **Coding**  **Online Safety**  -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Electronic Toys**  **Coding**  **Online Safety** |
| **PSHE**  **UW & PSED** | **Being me in my world**  **Celebrating differences**  See objectives on Jigsaw planning | **Being me in my world**  **Celebrating differences**  See objectives on Jigsaw planning | **Dreams and goals**  **Healthy Me**  See objectives on Jigsaw planning | **Dreams and goals**  **Healthy Me**  See objectives on Jigsaw planning | **Relationships**  **Changing Me**  See objectives on Jigsaw planning | **Relationships**  **Changing Me**  See objectives on Jigsaw planning |
| **RE**  **UW & PSED** | **Christmas**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Which people are special and why?**  **Which times are special and why?**  See objectives on RE planning | **Easter**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **What places are special and why?**  **Which stories are special and why?**  See objectives on RE planning | **Eid**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Where do we belong?**  **What is special about our world?**  See objectives on RE planning |
| **Art**  **EAD** | **Painting portraits**  **Cards & Calendars**  - Create simple representations of events, people and objects.  - Chooses particular colours to use for a purpose.  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  - Beginning to be interested in and describe the texture of things.  - Realises tools can be used for a purpose. | **Painting portraits**  **Cards & Calendars**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Drawing**  - Chooses particular colours to use for a purpose.  - Create simple representations of events, people and objects.  - Chooses particular colours to use for a purpose.  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  - Beginning to be interested in and describe the texture of things.  - Realises tools can be used for a purpose. | **Drawing**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Colour Mixing**  **Seaside collage**  - Chooses particular colours to use for a purpose.  -Explores what happens when they mix colours.  - Experiments to create different textures.  - Understands that different media can be combined to create new effects.  - Manipulates materials to achieve a planned effect.  - Constructs with a purpose in mind, using a variety of resources.  - Uses simple tools and techniques competently and appropriately. | **Colour Mixing**  **Seaside collage**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used |
| **DT**  **EAD** | **Houses for pigs**  -Understands that different media can be combined to create new effects.  -Manipulates materials to achieve a planned effect.  -Constructs with a purpose in mind, using a variety of resources.  -Uses simple tools and techniques competently and appropriately.  -Selects appropriate resources and adapts work where necessary.  - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Houses for pigs**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Dog Beds**  - Uses various construction materials.  - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  - Joins construction pieces together to build and balance  - Constructs with a purpose in mind, using a variety of resources | **Dog beds**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Making Boats**  -Understands that different media can be combined to create new effects.  -Manipulates materials to achieve a planned effect.  -Constructs with a purpose in mind, using a variety of resources.  -Uses simple tools and techniques competently and appropriately.  -Selects appropriate resources and adapts work where necessary.  - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Making Boats**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used |
| **Music - EAD** | **Special People**  **Going Places**  See objectives on Music Express planning | **Special People**  **Going Places**  See objectives on Music Express planning | **Growth and Change**  **Working World**  See objectives on Music Express planning | **Growth and Change**  **Working World**  See objectives on Music Express planning | **Moving Patterns**  **Our senses**  See objectives on Music Express planning | **Moving Patterns**  **Our senses**  See objectives on Music Express planning |
| **PE – PD** | **Fundamentals**  **Games**  - Runs safely on whole foot.  - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  - Can kick a large ball.  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Can stand momentarily on one foot when shown.  - Can catch a large ball. | **Fundamentals**  **Games**  - 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. | **Gymnastics**  **Games**  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Experiments with different ways of moving.  - Jumps off an object and lands appropriately.  - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  - Travels with confidence and skill around, under, over and through balancing and climbing equipment.  - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Gymnastics**  **Games**  - 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. | **Mini Athletics**  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Experiments with different ways of moving.  - Jumps off an object and lands appropriately.  - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  - Travels with confidence and skill around, under, over and through balancing and climbing equipment.  - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Mini Athletics**  - 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. |

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|  | **Autumn** | | **Spring** | | **Summer** | |
|  | **Nursery** | **Reception** | **Nursery** | **Reception** | **Nursery** | **Reception** |
| **Year B** | **Structures and Where we Live** | | **Animals on the Farm** | | **Summertime in the Garden** | |
| **History – UW** | **Last Christmas**  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family  - Remembers and talks about significant events in their own experience | **Old and new houses**  **Victorian Christmas**  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Farm Recount**  - Remembers and talks about significant events in their own experience | **Old and new methods of farming**  - Talk about the lives of the people around them and their roles in society  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Last summer**  - Remembers and talks about significant events in their own experience | **Old and new gardens**  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **Geography – UW** | **Where I live**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  -- Shows care and concern for living things and the environment. | **Where I live**  **Types of Houses**  - Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps;  - Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.  - Explore the natural world around them, making observations and drawing  pictures of animals and plants | **Town and Countryside**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Shows care and concern for living things and the environment. | **Town and Countryside**  - Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps;  - Explain some similarities and differences between life in this country and life in  other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.  - Explore the natural world around them, making observations and drawing  pictures of animals and plants | **Making maps**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Shows care and concern for living things and the environment. | **Making maps**  - Describe their immediate environment using knowledge from observation,  discussion, stories, non-fiction texts and maps;  - Explore the natural world around them, making observations and drawing  pictures of animals and plants |
| **Science – UW** | **My Body**  **Materials**  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time. | **My Body**  **Materials**  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Growing food**  **Life Cycle of a chicken**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Growing food**  **Life Cycle of a chicken**  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Know some similarities and differences between the natural world around  them and contrasting environments, drawing on their experiences and what  has been read in class  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Plants**  **Minibeasts**  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.  - Talks about why things happen and how things work.  - Developing an understanding of growth, decay and changes over time.  - Shows care and concern for living things and the environment. | **Plants**  **Minibeasts**  - Explore the natural world around them, making observations and drawing  pictures of animals and plants  - Know some similarities and differences between the natural world around  them and contrasting environments, drawing on their experiences and what  has been read in class  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Computing – UW** | **Introducing a PC**  **Mouse Control**  **Taking photos & videos**  -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Introducing a PC**  **Mouse Control**  **Taking photos & videos** | **Using iPads**  - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  --Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Using iPads** | **Electronic Toys**  **Coding**  **Online Safety**  -Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  - Completes a simple program on a computer.  - Uses ICT hardware to interact with age-appropriate computer software. | **Electronic Toys**  **Coding**  **Online Safety** |
| **PSHE – UW & PSED** | **Being me in my world**  **Celebrating differences**  See objectives on Jigsaw planning | **Being me in my world**  **Celebrating differences**  See objectives on Jigsaw planning | **Dreams and goals**  **Healthy Me**  See objectives on Jigsaw planning | **Dreams and goals**  **Healthy Me**  See objectives on Jigsaw planning | **Relationships**  **Changing Me**  See objectives on Jigsaw planning | **Relationships**  **Changing Me**  See objectives on Jigsaw planning |
| **RE – UW & PSED** | **Christmas**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Which people are special and why?**  **Which times are special and why?**  See objectives on RE planning | **Easter**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **What places are special and why?**  **Which stories are special and why?**  See objectives on RE planning | **Eid**  - Recognises and describes special times or events for family or friends.  - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | **Where do we belong?**  **What is special about our world?**  See objectives on RE planning |
| **Art – EAD** | **Painting portraits**  **Cards & Calendars**  - Create simple representations of events, people and objects.  - Chooses particular colours to use for a purpose.  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  - Beginning to be interested in and describe the texture of things.  - Realises tools can be used for a purpose. | **Painting portraits**  **Cards & Calendars**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Colour Mixing – Painting Vegetables**  - Chooses particular colours to use for a purpose.  - Create simple representations of events, people and objects.  - Chooses particular colours to use for a purpose.  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  - Beginning to be interested in and describe the texture of things.  - Realises tools can be used for a purpose. | **Colour Mixing – Painting Vegetables**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Observational Drawing**  - Chooses particular colours to use for a purpose.  - Create simple representations of events, people and objects.  - Chooses particular colours to use for a purpose.  - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  - Beginning to be interested in and describe the texture of things.  - Realises tools can be used for a purpose. | **Observational Drawing**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used |
| **DT – EAD** | **Bridge for Billy Goats**  - Uses various construction materials.  - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  - Joins construction pieces together to build and balance  - Constructs with a purpose in mind, using a variety of resources | **Bridge for Billy Goats**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Wind Chimes**  -Understands that different media can be combined to create new effects.  -Manipulates materials to achieve a planned effect.  -Constructs with a purpose in mind, using a variety of resources.  -Uses simple tools and techniques competently and appropriately.  -Selects appropriate resources and adapts work where necessary.  - Selects tools and techniques needed to shape, assemble and join materials they are using. | **Wind Chimes**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used | **Bird feeders**  -Understands that different media can be combined to create new effects.  -Manipulates materials to achieve a planned effect.  -Constructs with a purpose in mind, using a variety of resources.  -Uses simple tools and techniques competently and appropriately. | **Bird feeders**  - Safely use and explore a variety of materials, tools and techniques,  experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used |
| **Music - EAD** | **Special People**  **Going Places**  See objectives on Music Express planning | **Special People**  **Going Places**  See objectives on Music Express planning | **Growth and Change**  **Working World**  See objectives on Music Express planning | **Growth and Change**  **Working World**  See objectives on Music Express planning | **Moving Patterns**  **Our senses**  See objectives on Music Express planning | **Moving Patterns**  **Our senses**  See objectives on Music Express planning |
| **PE – PD** | **Fundamentals**  **Games**  - Runs safely on whole foot.  - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  - Can kick a large ball.  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Can stand momentarily on one foot when shown.  - Can catch a large ball. | **Fundamentals**  **Games**  - 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. | **Gymnastics**  **Games**  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Experiments with different ways of moving.  - Jumps off an object and lands appropriately.  - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  - Travels with confidence and skill around, under, over and through balancing and climbing equipment.  - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Gymnastics**  **Games**  - 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. | **Mini Athletics**  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  - Experiments with different ways of moving.  - Jumps off an object and lands appropriately.  - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  - Travels with confidence and skill around, under, over and through balancing and climbing equipment.  - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | **Mini Athletics**  - 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. |