Creative and Physical Development - Learning area overview					
	Discoverers	**Investigators**	**Explorers**	**Adventurers**	**Voyagers**
What can you expect to see?	***Creative*** *Music sessions – experiencing a range of instruments offering different sounds but also giving learners the opportunity to use their fine motor skills to explore the instruments and making them sound independently.* *Explore – exploring stimuli that offer a variety of properties to experience. For example - playdough by manipulating (poking, squeezing, stretching) or painting however the child creating the art not the adult! This could be a painting pendulum or a child reaching and spreading paint across a surface and noticing the marks made.*	**Creative** Music Sessions – Exploring different instruments what do they sounds like? Can you play them: slow, fast, stop and go. Art – Exploring different equipment. Painting, playdough, crafts. Sometimes given an expectation of what the final product could look like for guidance. Children are still given freedom to explore and create it their own. **Physical** P.E - exploring different play equipment. Focus on ball games (throwing and catching), dance, balancing and ring games.	**Creative** Music Sessions – Exploring different instruments what do they sounds like? Can you play them: slow, fast, stop and go. Expectations of responses from children and level of support given will vary depending on the abilities and interests of the children. Art – Exploring different equipment. Painting, playdough, crafts. Sometimes given an expectation of what the final product could look like for guidance. Children are still given freedom to explore and create their own pieces of work with more structure and some examples/direction given.	**Physical** A range of playground, classroom and indoor hall games. Developing gross motor skills using large play equipment. Participation and enjoyment of different forms of, skill based physical activity including ball skills, dance and games. Formal games based physical activities and different forms of movement, balance and co-ordination based physical activity. Participation in and enjoyment of different formal, competitive sports such as Boccia/Table Cricket/Quick Cricket.	**Physical** Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin

	Physical • ***Gross Motor Skills*** - *Move Programme* - *Sherborne* • ***Physiotherapy Plans*** *– Followed daily.* • ***Hydrotherapy -*** *following advice from Ben and incorporating exercises which will be benefit individual children.* • ***Fine Motor Skills*** - *This may be used throughout all 4 curriculum areas.* • ***Body Awareness*** - *This may also be linked to the social element of the curriculum. Experiencing a foot spa or a massage.* ***Sensory*** ***Stories*** *brought to life with stimuli that represent the words of the story. This enables*	Forest – exploring surroundings, textures, balancing and avoiding obstacles. Climbing planks of wood and trees. Swimming – Building confidence in the water, using inflatables, blowing bubbles, going under water and kicking legs. **Sensory** Sensory story tuff tray, bringing the story to life exploring textures and retelling story. Sensory trays during continuous provision, exploring a variety of sensory resources from tinsel and electronic boards and lights (ICT) to food sensory. Food sensory and cooking sessions exploring tastes, textures and exploring the use of different utensils.	**Physical** P.E - exploring different play equipment. Focus on ball games (throwing and catching), dance, balancing and ring games. Competitive and adapted sports such as Table Cricket and Boccia. More rule based sports and learning to play alongside others. Forest – exploring surroundings, textures, balancing and avoiding obstacles. Climbing planks of wood and trees. Swimming – Building confidence in the water, using inflatables, blowing bubbles, going under water and kicking legs, using floats, entering the water safely, following rules and instructions in the pool. **Sensory** Sensory exploration of resources linked to	Children taking responsibility for the safe setting up of a PE session and changing for PE/Swimming Develop water confidence and feeling of enjoyment and safety. Developing skills in the water including submerging head, taking feet of the bottom of the pool and puling arms through the water. **Creative** Taking an active role in music sessions. Exploring a variety of instruments, genres and tempos. **Art** Engage with music sessions playing along to the beat and joining in with instruments, singing, dance or signs. Linking sounds to common words such as loud, quiet, fast, slow.	to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.

	the learners to be active in the story telling by exploring and engaging but it can support communication by anticipating what's comes next through repetition of the story. A sensory story activity shouldn't be just told once it must be repeated and repeated! ***Multi Sensory Room –*** *Linking in creative and physical into the sensory room sessions where learners can experience an environment which is created around a theme. For example, a space background projected, listening to the sounds of space and then using bubbles to promote visual tracking as the bubbles float (planets) or encouraging body moments by swaying the body side by side to demonstrate the body floating in space.*	Sensory room exploring different lights and textures using different body parts, feet, hands etc. Listening to various noises from equipment and musical instruments.	stories and topics. Light tools and resources. Exploring the senses – taste, smell, touch, sound and use words and symbols to describe or indicate a preference as part of cooking sessions.	Follow instructions such as "stop" and "go".	

What will progression look like?	Progress against Learning Journeys Move Targets	Progress against Learning Journeys	Progress against Learning Journeys	Progress against Learning Journeys Individual swimming records. Improved engagement in sessions. Improved accuracy of skills.	
What tools will we use?	Engagement framework Equals pre-formal/engagement guidance	Equals informal curriculum guidance	Equals semi-formal curriculum guidance	Elements of NC where relevant, Equals formal curriculum guidance	NC framework and guidance.