



Physical Development-

Nursery

Knowledge and skills

To continue to develop their movement, balancing and riding (Scooters, tikes and bikes)

To go up steps and stairs, or climb up apparatus, using alternate feet.

To use large muscle movements to wave flags and streamers, paint and make marks.

To match their developing physical skills to tasks and activities in the setting.

- I can use large movements to make marks.
- I am beginning to cross the mid line of my body.
- I am confident in my gross motor movements.
- I can climb up and down steps using a different foot each time.
- I can ride a bike, trike or scooter with good balance.
- I can move in a range of ways - crawl, climb, run...
- I am beginning to control fine motor movements.



Physical Development- Autumn Term

Opportunities

Cool kids (Autumn 1) program used within PE sessions to assess physical development skills.

_Get Set 4 PE unit - introduction to PE unit 1 (Autumn 2)

Daily opportunity to access the outdoor area.

Forest school, digging, climbing, building.

Enabling environments - mark making easels , large palm held crayons, chunky pens and paint brushes.

Large construction materials to manipulate and move.

Loose parts - Malleable materials , tweezers, pincers.

A range of scissors available for differing abilities.

Sensory circuits - movement room.

Vocabulary

Climb, stamp, jump, roll, crawl, balance, cycle, dance, move, control, core strength, midline, ride, move, scoot.

commando crawl, pencil roll, large movements, small movements, whole body movements, isolated movements.



Physical Development- Spring Term

Knowledge and skills

To continue to develop their movement balancing, riding , scooting and ball games.

To choose the right resources to carry out their own plan.

To use one-handed tools and equipment, for example, making snips in paper with scissors.

To be increasingly independent as they get dressed and undressed.

- I can catch, throw, kick, roll and push a ball.
- I can transport and use tools safely.
- I can dress and undress with little support.
- I can use scissors independently and safely.
- I am continuing to refine my gross and fine motor movements and show more control and balance..
- I can perform a short learnt dance routine.



Opportunities

Get Set 4 PE unit - Ball games unit 1 (Spring 1)

Get Set 4 PE unit - Dance unit 1 (Spring 2)

Links to EAD - Music and movement- Moving with feeling and emotion.

Daily access to the outdoors.

A range of balls, ribbons, beams and blocks available in our enabling environment..

Adult modelling of of ball skills and dance movements,

A range of scissors to support each stage of fine motor skills.

Fine motor opportunities- threading, tying, fastening.

Vocabulary

Ball games- Ball skills , push, roll, throw, catch, pass, dribble, kick. bat, instruction, eye contact, coordination.

Dance- Beat, timing, tempo. High, Medium and Low levels of dance, transport, movement, beat,, rehearse, remember, perform, rhythm, expression., instruction, pattern, sequence, choreography.

Ballet, tap, jazz, street dance.



Knowledge and skills

- To skip, hop, stand on one leg and hold a pose for a game like musical statues.
- To start taking part in some group activities which they make up for themselves, or in teams.
- To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- To collaborate with others to manage large items.
- To use comfortable grip with good control when holding pens and pencils.
- To show preference for a dominant hand.
- I can Move with control following a sequence or instruction.
- I can move and stop changing direction.
- I can use one handed tools with control.
- I can use the tripod grip when holding pens and pencils.
- I can



Opportunities

- Get Set 4 PE unit - Fundamentals and Games unit 1 (Summer 1)**
- Get Set 4 PE unit - Gymnastics unit 1 (Summer 2)**
- Daily access to outdoors.
- Enabling environment - climbing frame , obstacle course, a range of bats and balls. Trikes, bikes and scooters.
- High quality adult modelling of fundamental movements and gymnastics.
- A range of mark making materials - paint brushes, pens, pencils, chalks

Vocabulary

- Fundamental skills - balance, slide, climb, jump, land, hop, change direction, start, stop, travel, go, slow, fast, gallop, slither, follow, lead, copy.
- Games - Throw, catch, communicate, listen, instruction, team, turn take.
- Gymnastics- copy, create, balance, rock, roll, jump, land, sequence, link.

