



Physical Development		
Throughout the year: <ul style="list-style-type: none"> <li>• A wide range of resources and tools are made available in the classroom to all children that aim to inspire creativity and build fine motor skills.</li> <li>• Children have access to scooters, bikes and trikes in our outside area where children are able to develop their riding and balancing skills</li> <li>• Independence is encouraged throughout the day, especially at times when children need to dress themselves. Our role-play area provides opportunities for children to practise dressing as part of their play.</li> <li>• Children experience ‘Treemendous Thursdays’ once a week where they are able to explore a naturally rich and varied landscape. This assists in the development of movement and balance; providing opportunities for children to move more freely.</li> <li>• Our outdoor environment provides opportunities for children to work with others, to move in new ways and explore larger loose parts.</li> <li>• Children are given weekly movement sessions with the schools P.E co-ordinator.</li> </ul>		Links to Development Matters: <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
Movement sessions		
Term	Key Vocabulary	Skills/Knowledge/Activities
Autumn 1-	Rolling, throwing, bouncing, high, low, arms, lift, push, target, up, down, arms, move	Ball skills: <ul style="list-style-type: none"> <li>• Developing throwing skills and large muscle movement by throwing soft balls using two hands.</li> <li>• Developing aiming skills by throwing towards a large target.</li> <li>• Developing movement of gross motor skills by attempting to bounce soft balls using two hands.</li> <li>• Developing the ability to roll balls towards a large target.</li> </ul>

<b>Autumn 2</b>	Run, jump, throw, move, balance, speed, target, distance, jump, jumping, running, warm-up, cool-down, hop, walking, hopping, crawling, climbing	<p>Movement patterns:</p> <ul style="list-style-type: none"> <li>• Development of movement through movement patterns including running, hopping and skipping at different speeds.</li> <li>• Developing the ability to balance whilst moving across PE equipment at different speeds and heights.</li> </ul>
<b>Spring 1-</b>	Dance, move, speed, fast, slow, quick, mood, happy, sad, cross, beat, tap, movement, actions, music, sing, beat, songs, rhymes, style, dancers, perform, rhythm, practise, balance	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Developing the ability to balance and freeze during Dancing games.</li> <li>• Developing the ability to move in new ways to music by learning new dance moves.</li> <li>• Beginning to recall and follow patterns of movement to music.</li> <li>• Beginning to understand how we can move to a rhythm and beat</li> </ul>
<b>Spring 2-</b>	Run, jump, throw, move, speed, balls, throwing, catching, target, distance, running, high jump, long jump, warm-up, cool-down, hop, hoping, skipping, lift, lifting, team, teamwork, dance, balance	<p>Movement games:</p> <ul style="list-style-type: none"> <li>• Beginning to understand how they can work as a team.</li> <li>• Development of moving in different ways through games eg running, hopping and skipping.</li> <li>• Developing gross motor skills by throwing and rolling during games.</li> <li>• Using large muscle movements as part of movement games such as lifting parachutes and waving flags.</li> </ul>
<b>Summer 1-</b>	Throw, catch, target, team, kick, ball, running, speed, run, walk, legs, bend, arm, lift, push, roll	<p>Ball skills:</p> <ul style="list-style-type: none"> <li>• Beginning to throw towards a smaller target using different sized balls.</li> <li>• Beginning to attempt to catch large soft balls.</li> <li>• Developing large muscle movements by kicking balls towards a large target.</li> <li>• Development of moving at different speeds through games.</li> </ul>
<b>Summer 2-</b>	Warm up, cool down, move, speed, skip, jump, high jump, long jump, hop, hopping, balance, dance, beat, tap, slow, fast,	<p>Movement skills:</p> <ul style="list-style-type: none"> <li>• Developing movement of running at different speeds through games.</li> <li>• Developing balancing skills through games by following directions.</li> <li>• Developing large muscle movement by attempting to jump in different ways and land on their feet eg high, long</li> <li>• Developing climbing skills by attempting to climb up PE equipment.</li> </ul>