

<p>England Class Nursery</p>	<p>EYFS Curriculum: Development Matters – Physical Development – 3-4 Year Olds</p> <p>Gross Motor</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• 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 be 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.</li> </ul> <p>Fine Motor</p> <ul style="list-style-type: none"> <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>					<p>Progression towards ELG:</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluid writing</li> <li>• Use a range of small tools</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
<p>Curriculum Coverage (Examples)</p>	<p>Autumn 1</p> <p><i>To construct a Gingerbread house using ginger biscuits, dolly mixtures and icing sugar Build a house outside Carve a pumpkin</i></p>	<p>Autumn 2</p> <p><i>Mark making with carrots on black paper – draw, write or create a pattern. Mark make with sticks in jelly/gloop Make a firework –paint &amp; water on floor outside use brushes and leaves &amp; sticks</i></p>	<p>Spring 1</p> <p><i>Use the pipettes to fill the pond with water for the duck to float on. Chinese writing using fingers and brushes</i></p>	<p>Spring 2</p> <p><i>Build a bridge for the goats to travel over. Provide children with straws, pegs, lolly sticks and twigs. Dress up as your favourite book character (WBD)</i></p>	<p>Summer 1</p> <p><i>Sew a blanket for Grandma. Use binka, different coloured threads and safety needles Use Gym Trail (Field) To climb, pull and balance</i></p>	<p>Summer 2</p> <p><i>To create a structure using jelly sweets and cocktail sticks Create a Bear hunt in the forest and field</i></p>
<p>Wales/Scotland Classes  Reception</p>	<p>EYFS Curriculum: Development Matters – Physical Development</p> <p>Gross Motor:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul>					<p>Progression towards ELG:</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>

## Nursery to Reception Progression and Knowledge Organiser – PE (Physical Development)

	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>					
Curriculum Coverage (Examples)	<b>Autumn 1 – Gymnastics, Body Management</b>	<b>Autumn 2 – Dance, Speed Agility Travel</b>	<b>Spring 1 – Gymnastics (U2), Manipulation and Coordination</b>	<b>Spring 2– Dance U2, Cooperate and Solve Problems</b>	<b>Summer 1 Body Management U2, Manipulation &amp; Coordination U2</b>	<b>Summer 2: U2 – Speed Agility Travel, U2 – Cooperate and Solve Problem</b>

## Nursery to Reception Progression and Knowledge Organiser – PE (Physical Development)

Progression of Skills: These are skills expected by the end of Reception Year, and will be built towards across Nursery and Reception.			
Fundamental Skills	Dance	Gymnastics	Athletics
<p><b>Spatial awareness</b> Children can navigate a space whilst moving around an area. Children can change direction to avoid contact with another child.</p> <p><b>Throwing</b> Children can use an under arm and over arm throw to hit a target. Children understand how to be accurate by using an aiming arm.</p> <p><b>Control</b> Children can move in various ways e.g. jumping, hopping, and running navigating the space effectively.</p> <p><b>Ball control</b> Children can use small touches with their feet to keep the ball under control. Children can also bounce the ball and catch it. Children to understand why we warm up and the changes that occur in our bodies.</p> <p><b>Catching</b> Children to use a cup shape to catch a tennis ball. Children to throw the ball up with one hand and catch with two.</p> <p><b>Striking</b> Children to use the correct grip (V-grip) with a tennis racket. Children to hit the ball towards a target with control.</p>	<p><b>Timing</b> Children to listen to music and move in time with the beat.</p> <p><b>Tempo</b> Children to move faster or slower after listening to a piece of music</p> <p><b>Memory</b> Children to copy a routine to music. Some children to lead a small group.</p> <p><b>Coordination</b> Children to move different body parts in time with the music. Props to also be used to develop coordination.</p>	<p><b>Travel</b> Children can use their bodies to move in different ways. Children can show control over their body.</p> <p><b>Jumping</b> Children to show control by landing on two feet in the correct landing position (arms, knees &amp; back).</p> <p><b>Balance</b> Children can use parts of their body to create a balance. Children to understand a balance is still and held for the count of 5.</p> <p><b>Linking shapes</b> Children to show all shapes: tuck, pike, straddle, star and straight. Children to show good body tension (good fingers and good toes).</p> <p><b>Apparatus</b> Children to show control on different pieces of equipment. Benches, stools, climbing equipment and springboard.</p>	<p><b>Running</b> Children to run a short distance focused on technique and different sections of a race. Children to run a long distance and understand pacing themselves. Children to complete 200m without walking on the school track.</p> <p><b>Jumping</b> Children to be able to perform a standing long jump (two feet to two feet) and a long jump (one foot to two feet). Children to measure their jump and understand how to improve their technique.</p> <p><b>Throwing</b> Children to use different throwing equipment (discuss, shotput and javelin). Children to understand the different techniques needed for each throw.</p> <p><b>Events</b> Children to compete in different events during the PE lessons and Sports day.</p>

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	<p>Racket strength            Children to be able to balance a beanbag on a racket.            Children to keep the racket straight only using one hand.            Children can move around an area negotiating space effectively whilst the beanbag is on their racket.</p> <p>Fielding            Children can successfully retrieve a ball whilst it's rolling away.            Children can block the ball and stop it from going past them.</p>			
Key Vocab	Control, under arm & over arm, space, direction, target, accurate, cup shape (hand position), oxygen, striking, fielding, hit, bat, target, control, catching	Phrase, stimulus, control, time, dynamics, time, rhythm, tempo	Control, travel, balance, jump, linking shape, landing, routine, apparatus	Throw, jump, run, target, distance, length, speed, stamina, pace