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| **Skills** | Nursery  Autumn | Nursery  Spring | Nursery  Summer | Reception  Autumn | Reception  Spring | Reception  Summer |
| **Gross Motor Skills** | **PE – Walking** | **PE – Hands** | **PE – High, Low, Over, Under** | **PE - Ourselves** | **PE – Feet 1** | **PE – Games for Understand** |
| -Enjoy starting to kick, throw and catch balls. -Sit on a push-along wheeled toy, use a scooter, or ride a tricycle. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Use large-muscle movements to wave flags or streamers, paint and make marks. | -Continue to develop their movement, balancing and riding and ball skills. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Match their developing physical skills to tasks and activities in the setting e.g. walk across a plank or crawl through a tunnel. -Collaborate with others to manage large items such as moving a long plank safely or carrying large hollow blocks. | -Start taking part in some group activities, which they make up for themselves or in teams.  -Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.  -Choose the right resources to carry out their own plan e.g. choosing a spade to dig out a small hole they dug with a trowel. | -Revise and refine fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group. -Further develop the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes, and personal hygiene. ***-Negotiate space and obstacles safely. -Demonstrate balance when playing. -Move energetically, such as running, jumping, and climbing.*** | -Progress towards a more fluent style of moving, with developing control and grace.  -Combine different movements with ease and fluency. -Develop overall body- strength, balance, co- ordination, and agility. -Further develop and refine a range of ball skills. ***-Negotiate space and obstacles safely, with consideration for themselves. -Demonstrate balance and coordination when playing. -Move energetically, such as running, jumping, dancing, and climbing.*** | -Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully in future physical education session and other physical disciplines including dance, gymnastics, sport, and swimming.  -Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. ***-Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrates strength, balance and co-ordination when playing.***  ***-Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing*** |

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| **Year 1 (KS1 Skills)** | |
| **Dance** | Copies and explores basic movements and body patterns  Remembers simple movements and dance steps  Links movements to sounds and music.  Responds to range of stimuli. |
| **Gym** | Copies and explores basic movements with some control and coordination- on feet and hands and feet.  Can perform different body shapes  Can perform 2 footed jumps  Can use equipment safely  Balances with some control on front and back.  Can link 2-3 simple movements  Develops control with different rolls- pencil roll, egg roll, circle roll. |
| **Games** | Can travel in a variety of ways including running and jumping.  Beginning to perform a range of throws.  Receives a ball with basic control  Beginning to develop hand-eye coordination  Participates in simple games |
| **Athletics** | Can run at different speeds and recognise differences.  Can jump from a standing position and begin to explore basic jumps (2-2, 2-1, 1-2, 1-1).  Performs a variety of throws with basic control. |
| **Evaluation** | Can comment on own performance  Can use appropriate vocabulary to describe performance. |
| **Healthy Lifestyles** | Identify that exercise has an effect on the body.  Understand that exercise is important to keep us healthy. |