

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

Nursery – Physical Development – Moving & Handling / Health & Self-care - PE Skills

Gymnastic movements	Basic movements & games	Dance	Fine motor skills	Health & self-care
<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability 	<ul style="list-style-type: none"> • Can grasp & release with two hands to throw & catch a large ball, beanbag or object • Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles • Develop their movement, balancing, riding (scooters, trikes & bikes) 	<ul style="list-style-type: none"> • Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm • Use large muscle movements to wave flags & streamers 	<ul style="list-style-type: none"> • Use one-handed tools & equipment • Use a comfortable grip with good control when holding pens & pencils • Start to eat independently 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed & undressed, & meeting their own care needs • Takes practical action to reduce risk • Observe & describe in words or actions the effects of physical activity on their bodies

Nursery – Physical Development – Moving & Handling / Health & Self-care - PE knowledge

<ul style="list-style-type: none"> • Know how to hold a pose for a game like musical statues • Know how to climb up stairs, steps & move across equipment using alternate feet • Know how to crawl, walk & run across a plank 	<ul style="list-style-type: none"> • Know how to push, roll & bounce a large ball • Know how to throw a large ball • Know how to catch a large ball • Know how to move a large ball using feet • Know how to kick a ball • Know how to change speed & direction to avoid obstacles 	<ul style="list-style-type: none"> • Know how to gallop, slither etc & follow instructions • Know how to match movements to music • Know how to use large muscle movements to wave flags & streamers 	<ul style="list-style-type: none"> • Know how to make snips paper with scissors • Show a preference for dominant hand • Know how to use a knife & fork 	<ul style="list-style-type: none"> • Know how to put on a coat & do up zip • Know how to brush teeth, wash & dry hands • Know that equipment & tools need to be handled safely • Know the changes that happen to the body after exercise, such as heart beating faster
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Reception – Physical Development – Moving & Handling / Health & Self-care - PE skills

Gymnastic movements	Basic movements & games	Dance	Fine motor skills	Health & self-care
<ul style="list-style-type: none"> • Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding • Combine different movements with ease & fluency • Develop overall body strength, coordination, balance & agility 	<ul style="list-style-type: none"> • Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles • Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming • Develop confidence, competence, precision & accuracy with activities that involve a ball • Develop overall body strength, coordination, balance & agility e.g. 	<ul style="list-style-type: none"> • Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences • Watch & talk about dance & performance art, expressing their feelings & responses • Explore & engage in dance, performing solo or in groups 	<ul style="list-style-type: none"> • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient, using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

	wheelbarrows, balance bikes & pedal bikes		<ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 	
Reception – Physical Development – Moving & Handling / Health & Self-care - PE knowledge				
<ul style="list-style-type: none"> • Knows how to skip, hop, slither, shuffle, roll and slide. • Knows how to combine movements and explore moving in different ways. 	<ul style="list-style-type: none"> • Knows how to aim before throwing a ball. • Knows how to throw a ball to a peer (under arm throw). • Knows how to stop and kick a ball to a peer. • Knows how to bat a ball. • Knows to use arms by spreading them out at their sides to help them balance. • Knows a range of yoga exercises to aid in developing core strength. 	<ul style="list-style-type: none"> • Knows how to combine different movements with ease and fluency. • Knows about different forms of dance. 	<ul style="list-style-type: none"> • Know how to correctly form letters. • Know how to hold a pencil in an effective tripod grip. • Know how to utilise a range of tools e.g. paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Key Vocabulary				
Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy				

Statutory Educational Programme for Physical Development: EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development and Communication and Language