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| **P.E** | Push their chest up with straight arms. Roll over: from front to back, then back to front.  Begin to crawl in different ways and directions.  Pull themselves upright and bouncing in preparation for walking  Reach out for objects as co-ordination develops.  Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.  Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.  Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.  Enjoy starting to kick, throw and catch balls.  Build independently with a range of appropriate resources  Walk, run, jump and climb – and start to use the stairs independently  Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | 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.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers.  Start taking part in some group activities which they make up for themselves, or in teams.  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.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Progress towards a more fluent style of moving, with developing control and grace  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.  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  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball  ELG  Gross motor skills  Negotiate space and obstacles safely, with consideration for themselves and others  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine motor skills  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending |