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|  | **Autumn 1** | **Autumn2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PRE -**  **SCHOOL** | Start to be increasingly independent yet with adult support as they get dressed and undressed, for example, putting coats on and doing up zips for outdoor play.   * **Go up steps and stairs, or climb up apparatus, using alternate feet.** * **Walk, run, stand on one leg and hold a pose for a game like musical statues.** * **Use large-muscle movements to capture bibs from others in games like foxes and rabbits.** | Makes connections between their movement and the stance they make. Use large and small motor skills to do things independently.  Holds cups with both hands and drinks without much spilling. Turn pages in a book, sometimes several at once.  Starts to:   * **kick, throw and catch balls.** * **shows a desire to help with tidying up sports equipment: eg. cones, hoops, bean bags in bucket** | Beginning to recognise danger and seeks support of significant adults for help.   * **Runs safely on whole foot Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands**   Feeds self competently with a spoon . Drinks well without spilling. Imitates drawing shapes such as circles and lines. | Shows control in holding or using jugs to pour, hammers, books and mark making tools.  Helps with clothing and dressing Beginning to develop a preference for a dominant hand  Beginning to be independent in self care, but still often needs adult support.  Beginning to use three fingers (tripod grip) to hold writing tools. | Draws lines and circles using gross motor movements.  Uses one-handed tools and equipment   * **Can stand momentarily on one foot when shown.** * **Can tell adults when hungry or tired or when they want to rest or play.** * **Observes the effects of activity on their bodies.** | Start eating independently and learning how to use a knife and fork  Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  Hold the pencil near the point between the first two fingers and thumb and use it with good control.  Can copy some letters, e.g. letters from their name. |

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|  | **Autumn 1** | **Autumn2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **NURSERY** | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  ▪ Skip, hop, stand on one leg and hold a pose for a game like musical statues.  ▪ Take part in some group activities which they make up for themselves, or in teams | 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.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Sharing and working pairs in sport games.  • Catching and throwing | 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.   * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.      * Using gross motor movements to jump or jump. Uses hands and eyes together to catch a ball.   Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.   * Can catch a large ball. * Go up steps and stairs, or climb up apparatus, using alternate feet. | Holds pencil between thumb and two fingers, no longer using whole-hand grasp   * Observes the effects of activity on their bodies. * Make healthy choices about food, drink, activity and toothbrushing | * Moves freely and with pleasure in a range of movements. * Uses some clearly identifiable phrases to communicate |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **R**  **ECEPTION** | **Gymnastics** 1  Stretch Holding | **Gymnastics** 2  Jumping and Balancing | **Dance**  Sequence movement Stop & Clap | **Invasion Games**  Foxes and rabbits | **Mini Olympics**  Free Running | **Creative play**  Fun Games with Peers |
| **Games**  Target  Bean Bags | **Games**  Obstacles course Races | **Games**  Musical statutes  Animals-Mini beasts | **Games**  Cones and dishes/ Rob the nest | **Games**  Throwing at target  Working as part of a team  Cone Switch | **Games**  Outdoor Adventure |

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| **Acquiring and Developing Skill** | **Evaluating and Improving** | **Health and Fitness** | **Games** | **Gymnastics** | **Dance** |
| * Play   cooperatively in a group   * Take turns with others | * Offer cues for peers to join * Explains own knowledge * Can describe self in positive terms and talk about abilities | * Moves freely and with pleasure and confidence in a   range of ways   * Identify healthy foods | * Understand how games are played * Runs and negotiates space effectively * Can play chasing and racing with other children, adjusting speed or changing direction to avoid obstacles * Shows control over an object in pushing, patting, throwing, catching or kicking it. | * Can stand momentarily on one foot * Can experiment   with different ways of moving   * Jumps off an object and lands   appropriately   * Moves freely   around a space in ways such as  slithering, shuffling, rolling, crawling, skipping, sliding  and hopping | * Can adjust speed or change direction |