

Organisation of knowledge	Fundamentals	Ball Skills	Games	Gymnastics	Dance	
Nursery	<p>Communication and Language</p> <ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow the rules, understanding why they are important. Remember rules without needing an adult to remind them. <p>Physical Development</p> <ul style="list-style-type: none"> 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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking 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. <p>Show a preference for a dominant hand.</p>			<p>Communication and Language</p> <ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. <p>Physical Development</p> <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>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.</p>		
FS2	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. 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. <p>Physical Development</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping and 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>			<p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		
	Autumn		Spring		Summer	
EYFS 1	Fundamentals		Ball Skills		Games/ Summer Athletics	
EYFS 2	Fundamentals		Ball Skills		Games/ Summer Athletics	

Half
Term 1

Half
Term 2