

Y-N PE

Y 1

Games.	Gym	Dance
G1- Start taking part in some group activities which they make up for themselves, or in teams.	GM1- Go up steps and stairs, or climb up apparatus, using alternate feet.	D1- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
G2- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	Gm2 - Use large-muscle movements to wave flags and streamers, paint and make marks.	D2- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
G3 - Make healthy choices about food, drink, activity and tooth brushing.	Gm3 - 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	D3- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
G4- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.	Gm4- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	D4- 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.
G5 -Increasingly follow rules, understanding why they are important.	Gm5 - Start to eat independently and learning how to use a knife and fork	D5- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
G6- Do not always need an adult to remind them of a rule	Gy6 - Show a preference for a dominant hand	D6- Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Gy7 – Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	D7 - Use a comfortable grip with good control when holding pens and pencils

Topic coverage

Autumn 1 Eyes, nose fingers and toes	Autumn 2 Crazy creations and marvellous music	Spring 1 Tell me a story	Spring 2 What's your superpower	Summer 1 Down the farm	Summer 2 How does your garden grow
	GM1 GM2 GM3 GM4 GM5 GM6		D1 D2 D3 D4 D5 D6		G1 G2 G3

D7

Vocabulary

Stretch, Balance, Zig-zag, Travelling, Rolls – teddy bear, log roll, Climbing, Repeat, Sequence, Space, Perform, Speed, Sequence
 Shape
 Knife, fork, space, hand, favourite, team, heavy, movement.

Movement, Pattern, Rhythm, Steps, Stimuli Travel and stillness - gallop, skip, stand, hop, bounce, spring, turn, spin, freeze, statue, one leg. Direction – movement, forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Co-ordination, Copy, sequence, pattern, rhythm, match, independent, grip, control

Running, Jumping, Skipping, Direction, Forwards, Backwards, Sideways Throwing, Bounce, Pass, Control, Position, Space, Opposite team, Co-ordination, Participate, Team, Healthy Choice, Resources, Rules,

I will know ...

How to go up steps and stairs, or climb up apparatus, using alternate feet.

How to use large-muscle movements to wave flags and streamers, paint and make marks.

How to choose the right resources to carry out their own plan.

How to be increasingly independent as they get dressed and undressed.

How to start to eat independently and learning how to use a knife and fork.

How to show a preference for a dominant hand.

How to skip, hop, stand on one leg and hold a pose for a game like musical statues.

How to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

How to use and remember sequences and patterns of music that are related to music and rhythm.

How to match their developing physical skills to tasks and activities in the setting.

How to be increasingly independent in meeting their own care needs.

How to use one-handed tools and equipment.

How to use a comfortable grip with good control when holding pens and pencils

How to start taking part in some group activities which they make up for themselves, or in teams.

How to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

How to make healthy choices about food, drink, activity and tooth brushing.

How to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

How to follow rules, understanding why they are important.

How to be independent following rule and not always need an adult to remind them of a rule