

## Nursery Topic Coverage- PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>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.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> </ul>		<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>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.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>		<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	
<b>Vocabulary</b>					
straight, pike, tuck, straddle, star, shape, curl, roll, position, body parts, travel, travelling- slither, gallop, shuffle, roll, crawl, jump, balance, climbing		travelling - slither, gallop, shuffle, roll, crawl actions - lead, follow copy, body parts, co-operation - share, wait, before, after, direction - forwards, backwards, feeling - happy, excited, sad, body actions e.g. stretching, curling, reaching, twisting, turning, movement - strong, gentle, heavy, floppy Space - between, through, above.		walking, running, throwing, fast, slow, catching, rolling, space, pushing, patting, kicking, bounce, control, co-ordination, bounce, body parts.	
<b>I will learn...</b>					
<ul style="list-style-type: none"> <li>✓ How to travel in a variety of ways.</li> <li>✓ How to listen carefully and follow instructions.</li> <li>✓ How to climb confidently.</li> <li>✓ How to be safe when climbing/walking up stairs and steps.</li> <li>✓ How to balance on one foot.</li> <li>✓ How to draw circles using gross motor skills.</li> </ul>		<ul style="list-style-type: none"> <li>✓ How to travel in a variety of ways.</li> <li>✓ How to move to music using a range of body parts.</li> <li>✓ How to express feelings through dance.</li> <li>✓ How to capture experiences and responses with music and dance.</li> <li>✓ How to imitate what I have observed.</li> </ul>		<ul style="list-style-type: none"> <li>✓ How to catch a large ball.</li> <li>✓ How to negotiate space successfully.</li> <li>✓ How to adjust speed and direction to avoid some obstacles.</li> </ul>	