

NURSERY LONG TERM PLAN - PE

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Physical Development	Gross Motor	<ul style="list-style-type: none"> -Continue to develop movement skills of walking & running: negotiating space -Continue to develop climbing skills: use stairs using alternate feet, with support explore climbing frame -Continue to develop balancing skills: complete low level obstacle courses with support, walk up/down a ramp -Continue to develop riding skills: use bike track, following track, use trikes and scooter -Begin to respond to instruction of stop/start -Continue to develop ball skills: free rolling, kicking -Begin to use large muscle movements to wave flags & streamers -Squiggle while you wiggle: reaching up high, up and down, side to side and crossing over actions -Paint and make marks <p><i>Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control</i></p>	<ul style="list-style-type: none"> -Continue to develop movement skills of walking & running: begin to adapt speed/direction to avoid obstacles -Continue to develop climbing skills: use climbing frame -Continue to develop balancing skills: complete low level obstacle courses, stand on one leg -Begin to learn to hop -Continue to develop riding skills: ride in the right direction -Becoming quicker to respond to stop and start instructions -Continue to develop balls skills: rolling to a partner, throwing into a space and up in the air -Squiggle while you wiggle: circles, up and over (arches 'the hump') 	<ul style="list-style-type: none"> -Continue to develop movement skills of walking & running -Continue to develop climbing skills (different heights, using alternate feet) -Continue to develop balancing skills: obstacle course using varying heights -learn to hop -Continue to develop ball skills using balloons, large balls: throwing -Begin to remember some sequences & patterns of movement related to music/rhythm: marching -Begin to match developing physical skills to tasks & activities in setting -Begin to collaborate with others to manage large items with support -Squiggle while you wiggle: mountains (repeated humps, left to right) 	<ul style="list-style-type: none"> -Becoming more independent to use climbing equipment -Confident to walk, run around in outdoor space, slowing down and stopping when necessary -Begin to learn to skip -Continue to develop ball skills: catching large balls, balloons -Begin to remember some sequences & patterns of movement related to music/rhythm: walking on tip toes to the beat of the music -Begin to take part in some group team activities with support -Match developing physical skills to tasks & activities in setting -Choose the right resource to carry out chosen plan -Begin to collaborate with others to manage large items (reduced adult guidance) -Squiggle while you wiggle: down and up (smiles), then repeated 'smiles' (left to right) 	<ul style="list-style-type: none"> -Begin to take part in some group team activities -Begin to refine to movement of walking & running: adapt speed/direction to avoid obstacles -Work in partnership to move a large item, e.g. play mat, resource box -Refine climbing and balancing skills using a range of equipment: ramps, tyres, crates -Continue to develop riding skills: regulating speed, stopping & starting -Continue to develop ball skills: throwing/kicking smaller balls/beanbags at a target -Remember some sequences & patterns of movement related to music & rhythm: simple repeated patterns, e.g. hop, stop, jump, stop etc -Choose right resource to carry out a chosen plan: create dens/obstacle courses -Collaborate with others to move large resources -Squiggle while you wiggle: zig zags, spirals 	<ul style="list-style-type: none"> -Take part in group team activities (Sports Day) -Throwing a range of ball sizes, catching large and small balls Match developing skills to tasks & activities in setting: independently create dens/obstacle courses -Develop the skill of skipping in an open space -Squiggle while you wiggle: wiggle down waves, wiggle up waves
	Fine Motor	<ul style="list-style-type: none"> -Learn to use the toilet with help, and then independently -Begin to show a preference for a dominant hand -Begin to use a fork and spoon -Begin to get dressed for outdoor play with support -Use some one handed tools and equipment -Begin to pour, fill, stir, mix, roll, paint, draw, mark make... -Learn how to hold scissors safely and open and close them 	<ul style="list-style-type: none"> -Begin to learn how to hold a knife safely and use it to cut soft food -Become more independent in getting dressed for outdoor play -Using one handed tools and equipment with increasing control - Show more control to pour, fill, stir, mix, roll, paint, draw, mark make... -begin to develop a more comfortable grip when using pencils/pens -Model and encourage a tripod grip -Learn how to make snips in paper and the use of the 'helper hand' 	<ul style="list-style-type: none"> -Continue to develop ability to use and control a fork and spoon when eating -Hold a knife safely and use it to cut food -Increasingly show independence getting ready to play outdoors -begin to learn how to move scissors forward across paper when cutting using the 'helper hand' to hold paper -Show preference for a dominant hand -Continue to develop a comfortable grip when holding pencils/pens -Continue to develop ability to use a range of one handed tools/equipment: malleable materials, range of construction, collage materials, mark making resources 	<ul style="list-style-type: none"> -Develop ability to move scissors forward across paper when cutting -Develop the use of the 'helper hand' to hold paper when cutting -Continue to develop a comfortable grip with good control when holding pencils/pens -Develop control when using a range of one handed tools/equipment: malleable materials, range of construction, collage materials, mark making resources -Retrieve clothing required to play outdoors and make independent attempts to get dressed 	<ul style="list-style-type: none"> -Further develop the use of the non-dominant hand to hold and move paper when cutting -Learn about using a 'thumbs up' position while holding both paper and scissors -Use a range of modelling tools -Be confident to find and retrieve own outdoor clothing and put own coat on -Begin to make attempt putting outdoor trousers on required -Continue to develop a comfortable grip with good control when holding pencils/pens 	<ul style="list-style-type: none"> -Develop ability to use scissors to cut along a straight line. Once mastered move onto curves when ready -Eat independently using a knife, fork and spoon -Put own coat on and take own shoes off to put wellies on when needed. Make independent attempts to put outdoor trousers and wellies on -Use a comfortable grip with good control when holding pens/pencils

Formatted: paragraph, Justified, Font Alignment: Baseline

Formatted: Font: 7 pt

Formatted: Justified

	Provision Opportunities	<ul style="list-style-type: none"> -Letters and Sounds activities -RWI daily activities (Summer term) -Weekly 'big draw' -blank cards and friendship cards -pencil play activities, theme/topic related colouring activities, blank paper -messy play mark making, e.g. gloop, shaving foam -self registration cards (name recognition) 					

