**PE**

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|  | **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| **Physical Development** | * 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. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * 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. * 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. * 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. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | * Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – 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. * 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. * 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. | **Gross Motor Skills**   * 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. |
| **Expressive art and design** | * Respond to what they have heard, expressing their thoughts and feelings. | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups. | **Being Imaginative and Expressive**   * Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |
| **PSED** | * 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. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. | * Manage their own needs.- personal hygiene * Know and talk about the different factors that support overall health and wellbeing: - regular physical activity | **Managing self**   * Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing. |