

# St Joseph's EYFS Skills Coverage - Subject Area: PE

	Nursery		Reception	
	Statement	In practice	Statement	In practice
<b>Gross Motor</b>	<p>Continue to develop movement, balancing, riding (bikes, trikes, scooters) and ball skills.</p> <p>Go up steps and stairs, or climb apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game (eg. musical statues).</p> <p>Use large-muscle movement to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting (eg. decide whether to crawl, walk or run across a plank depending on its length and width).</p>	<p><b>Outdoor play/equipment</b>  <b>Big playground</b>  <b>Sports box</b>  <b>Hall Time</b>  <b>Timetabled PE</b>  <b>Dance Write</b>  <b>Pe ~ Mr Ramsbottom</b>  <b>Coaches</b>  <b>Bikes, trikes, scooters</b>  <b>Obstacle equipment</b>  <b>Daily Move &amp; Freeze</b>  <b>Wake and Shake</b>  <b>Large outdoor mark making</b>  <b>Windy day box</b>  <b>Action songs and rhymes</b>  <b>Gardening</b>  <b>Different dance</b>  <b>Home challenges</b>  <b>Beach</b>  <b>Charity Bunny Hop</b>  <b>Sports Day</b>  <b>Cosmic Kids</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul> <p>Progress towards a fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including:</p> <ul style="list-style-type: none"> <li>throwing, catching, kicking passing, batting, aiming</li> </ul> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities involving a ball.</p>	<p><b>PE With Mr Ramsbottom</b>  <b>Outdoor play</b>  <b>Obstacle courses</b>  <b>Daily wake and shake</b>  <b>Beach Big play ground</b>  <b>Yoga</b>  <b>Outdoor sports equipment box</b>  <b>Different dance/ dance challenges</b>  <b>Charity Bunny Hop</b>  <b>Timetabled PE</b>  <b>Variety home challenges</b>  <b>Sports day</b>  <b>Bikes and Scooters</b></p>

<b>Fine Motor</b>	<p>Use one-handed tools and equipment (eg. making snips in paper with scissors).</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p><b>Outdoor/indoor mark making</b>  <b>Range of writing resources</b>  <b>Variety of scissors</b>  <b>Daily Dough Disco</b>  <b>Peggy Practice</b>  <b>Nuts and Bolts</b>  <b>Baking</b>  <b>Friday Toast</b>  <b>Construction Area</b>  <b>Dough Table</b>  <b>Creative Table</b>  <b>Mark Making Table</b></p>	<p>Develop their small motor skills so that they use a range of 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]</p>	<p><b>Baking</b>  <b>Indoor and outdoor mark making</b>  <b>Dough Disco</b>  <b>Finger gym station with daily challenges</b>  <b>Construction area</b>  <b>Writing area</b></p>
<b>Health and Self-Care</b>	<p style="text-align: center;"><b>Please reference PSE – Physical, Social and Emotional -Skills coverage.</b></p>			

*Each EYF5 Classroom provides quality Continuous and Enhanced Provision within a safe, fun and happy environment. Teaching and learning is child-centred, meeting the needs and interests of our children, as reflected in our skills based planning. High quality modelling and use of language are key with communication and language being highly valued.*

