



Physical Area				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.	Use talk to organise themselves and their play. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 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	Show resilience and perseverance in the face of challenge. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. 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.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination whilst playing. Move energetically, such as running, jumping, dancing, hopping, skipping and jumping.



			across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
Skills Developed	Walk and runs at different paces.	Uses scooter or a tricycle.	Uses large arm movements to carry out tasks competently,	Competently uses an obstacle course including steps, choosing how to travel (walk, crawl)	Uses a balance bike competently	Uses balls competently.	Rides a two wheeled bike unaided.	Plays team games including ball games
Enabling Environments	Empty space	Scooters and tricycles	Rollers Plungers Streamers	Planks of wood Crates Stepping stones Tyres Ladders	Balance bikes Cones	Large balls Small balls Cones Bats Nets	Two wheeled bikes with peddles.	Goals
Specific Vocabulary	Balance, Climb, Crawl, Jump, Hop, Run, Skip, Throw, Catch, Kick, Roll, Stretch, Swing, Gallop, Move, Walk, Stomp, Push, Pull, Throw, Catch, Kick, Roll, Push, Pull, Swing, Stretch, Reach, Move, Fast, Slow, Stop, Start, High, Low, Big, Small, Wide, Narrow, Tall, Short, Run, Walk, Crawl, Slide, Climb, Bounce, Spin, Turn, Wiggle, Push, Pull, Stand, Sit, Stretch, Bend, Balance, Forward, Backward, Up, Down, Fast, Slow, In, Out, Under, Behind, Top, Bottom, Long, Short, Quick, through, Between, Side, front, Back, Over, Around, Next to, First, Last, After, heavy, Light				Coordination, Control, Strength, Flexibility, Posture, Space, Direction, Speed, Rhythm, Movement, Sequence, Effort, Throw, Catch, Kick, Roll, Bounce, Long, Short, Quick, through, Between, Side, front, Back, Over, Around, Next to, First, Last, After, heavy, Light, Wide, Narrow, Above, below, Forwards, Backwards, First, Next, Second, Corner, Straight, Bendy, Longer, Biggest, Heaviest, Tallest, Longest			



Potential Questioning	● Level 1 – Naming / Matching / Identifying (Focus: understanding what they can see, hear, or touch right now.) Examples: What are you doing? Who are you playing with? What are you holding? Where is the ball? Which one is the bike? Can you show me the slide? What colour is your scooter? Who is running fast? Can you find the big hoop? Where are you going?	● Level 3 – Reorganising / Predicting / Explaining (Focus: reasoning, predicting outcomes, explaining choices or results.) Examples: Why did the ball go that way? How can you make it go further? What might happen if you go down the slide backwards? Why did you choose that bike? How could you help your friend climb up? What do you need to do to make it balance? Why did the water spill out of the bucket? What could you do to make your tower stronger? How could we make the obstacle course trickier? What will happen if you run faster?
	● Level 2 – Describing / Recalling (Focus: describing features, actions, or simple sequences — talking about what's happening or happened.) Examples: What are you using to dig? How did you get up the climbing frame? What happened when you kicked the ball? Where did you ride your bike? Tell me what you are building in the sand. Which way did you go around the track? How does it feel when you run fast? What did you do after you threw the beanbag? Who helped you carry that? How did you make it move?	● Level 4 – Justifying / Problem Solving / Abstract Thinking (Focus: reasoning beyond the immediate, imagining alternatives, or applying knowledge.) Examples: How could we change the game to make it fair for everyone? What might happen if it started raining while we play? Why do we need to take turns on the slide? How could you help someone who's feeling left out? What could you use to make a shelter outside? If you could design your own playground, what would you include? Why do we need to wear helmets on the bikes? What would happen if we didn't put the equipment away? How could we make sure everyone stays safe? What could we do differently next time?