



Physical Area				
Link to Development Matters	Birth to Three Years 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.	Three to Four Years 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	Reception 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.	Early Learning Goal 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 Objects to act as an incentive	Scooters, tricycles, cones	Rollers Plungers Streamers	Planks of wood Crates Stepping stones Tyres Ladders	Balance bikes Cones	Large balls Small balls Cones Bats Nets Hoops Bibs	Two wheeled bikes with peddles.	Goals Balls Bibs Board Chalk
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 familiar objects and actions seen or used during physical play. 1. What are you doing? 2. What is this? (e.g. pointing to a ball or climbing frame) 3. Where is the ball? 4. Show me the hoop. 5. Can you find the ladder? 6. Who is jumping? 7. Point to the slide.	Level 3 -Explaining processes, predicting outcomes, reasoning about sequences. 1. What will happen if you run too fast? 2. Why do we need to warm up before exercise? 3. How did you get across the balance beam? 4. What should you do first on the obstacle course? 5. Why do we need to take turns on the climbing frame? 6. How do you know when to stop and go? 7. Why do you need to hold the bat with both hands?
	Level 2 –Describing actions, comparing, identifying parts or functions of objects. 1. What do you use to climb? 2. Which one is faster – running or walking? 3. How do you use the bean bag? 4. What happens when you jump? 5. Which ball is the biggest? 6. What do you need to throw the ball? 7. What part of your body do you use to balance?	Level 4 –Problem-solving, justifying, imagining, planning ahead. 1. What would you do if someone was in your way while running? 2. How could you make the game harder/easier? 3. Why is exercise important for your body? 4. What could you do if the ball rolls too far away? 5. How would you explain the game to a new friend? 6. What would happen if we played in the rain? 7. If you were the leader, what game would you choose and why?