



Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

**Personal, social and emotional development**

- 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.

**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.
- Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- 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.

**Expressive arts and design:**

- Respond to what they have heard, expressing their thoughts and feelings.

**Within (Reception):**

**Personal, social and emotional development**

- Manage their own needs.
  - personal hygiene
- Know and talk about the different factors that support overall health and wellbeing:
  - regular physical activity

**Physical development**

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling            - running
  - crawling        - hopping
  - walking        - skipping
  - jumping        - climbing
- Progress towards a more fluent style of moving, with developing control and grace.



- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
  - Combine different movements with ease and fluency.
  - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.

Develop overall body strength, balance, coordination and agility.

**Expressive arts and design:**

- 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.

**Secure/exceeding (ELG):**

**Personal, social and emotional development**

**1. 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.

**2. Building relationships**

- Work and play cooperatively and take turns with others.

**Physical development (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 arts and design (being imaginative and expressive):**

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.