

	Nursery	Reception	ELG	Key vocab	Learning outcomes
Gross Motor Skills	- Beginning to use scooters with control. - Play chasing games sometimes avoiding people and obstacles. - Can use equipment with support, such as climbing frames, tyres, balancing beams and scooters, to develop physical strength, balance and coordination. - Begins to take part in gross-motor activities such as yoga and dance to develop coordination, balance and agility. - Begins explore how to use small apparatus such as, hoops, beanbags and scarves to develop balance, coordination and strength.	- Uses scooters skilfully, negotiating people and obstacles. - Play chasing games avoiding people and obstacles in most cases. - Can use equipment independently, such as climbing frames, tyres, balancing beams and scooters, to develop physical strength, balance and coordination. - Can take part in gross-motor activities, such as yoga and dance to develop a range of movements and increase coordination, balance and agility. - Can use small apparatus such as, balls, bats, beanbags, foot walkers, hoops and skipping ropes, with increasing skill to develop balance, coordination and strength.	- 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.	Run Jump Climb Dance Skip Fast Slow Balance Catch Throw Roll Ball Bats hoops	- To show that they feel safe, secure and confident in trying things they may find difficult when developing new skills. - To develop gross motor skills and spatial awareness through a variety of activities. - To explore the different ways their bodies can move in PE and outdoor sessions. - To demonstrate skills such as jumping, rolling, walking, running, hopping, skipping and climbing. - To demonstrate skills in strength, balance, stability and coordination through climbing, core apparatus, yoga and dance. - To independently use large apparatus safely. - To practice and refine skills such as climbing, holding, hanging and squeezing. - To independently use small apparatus safely. - To practice and refine skills such as throwing, catching, batting, rolling with balls, hoop and beanbags.
Fine Motor Skills	- Beginning to develop fine motor skills and dexterity. - To explore a variety of tools, such as scissors, pencils and paintbrushes, how they work, and how to use them. - Uses malleable materials to develop hand strength - Practices pencil grip with tools such as sticks, chalks, tweezers and crayons - Begins to make a variety of marks with different materials	- Continuing to develop fine motor skills and dexterity. - Selects for purpose and uses a variety of tools, such as scissors, pencils, paintbrushes and rollers, safely. - Uses malleable materials to manipulate with increasing skill.	- Can select and use a range of small tools, including scissors, paint brushes and cutlery, safely and effectively. - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. - Begin to show accuracy and care when drawing.		- To demonstrate effective fine motor skills by safely using a range of tools with increasing competency. - To identify the correct tool for the job. - To demonstrate control of small tools such as paint brushes, scissors, knives, forks and pencils. - To demonstrate safety when using tools. - To hold a pencil in a stable, mostly tripod grip. - To demonstrate careful and accurate drawings - To learn about the different ways to keep their bodies healthy and be able to talk about some things they can do.