




Physical Education in the Early Years- Nursery

Term Topic	Area of Learning	Concepts		
		 Health	 Social	 Active
Nursery Autumn 1 Starting School	CL		-Communicate their needs to a member of a staff.	
	PSED		-Show more confidence in new social situations by playing alongside other children. -Children wear a uniform at school to show that they belong to the school community. -Dress with help (e.g. to put on their coat/ dressing up clothes), know to ask an adult for support if necessary. -Increasingly follow the class rules. -Show increasing consideration of other people's needs.	
	PD	-Locate the nursery toilets and develop their independence in going to the toilet during the school day. -Carry their tray from the counter to their table in the lunch hall. Use a knife and fork with support (where necessary) to eat their lunch. -Your body and brain need water to stay healthy. -It is important to drink 5 cups of water a day so that you do not get dehydrated. -Identify and name the parts of the body. Be able to point to a named body part (head, shoulders, knees, toes, fingers, thumb, arm and leg).		-Mirror the playful actions or movements of an adult or child. -Move safely through the nursery, avoiding obstacles by adjusting their speed or changing direction. -Develop fine motor control to complete an activity, e.g. a puzzle or threading.

	<ul style="list-style-type: none"> -Observe the effect of exercise on their body. -There are five senses — seeing, hearing, smelling, tasting, and touching. These help you notice the world around you. 		
L			<ul style="list-style-type: none"> -Identify the mark making area in the classroom and learn how to access and use the equipment, e.g. selecting a coloured pen and putting the lid on when they have finished.
UW	<ul style="list-style-type: none"> -Being physically active every day is important for healthy growth. -Physical activities include, jumping, walking, climbing, scooting, building etc. 	<ul style="list-style-type: none"> -Know the rules for accessing the garden during independent learning time. -Learn the rules for sand and water play, e.g. wearing aprons when playing in the water and keeping the sand in the sand pit. -To identify similarities and differences between children in the class. -Understand that some people have disabilities. -A disability is a physical or mental problem that makes it difficult for a person to learn or do certain things. 	
EAD	<ul style="list-style-type: none"> -Enjoy listening to songs and rhymes. Children to join in singing a range nursery rhymes linked to body parts i.e. one finger one thumb keep moving, finger family etc. -Learn the nursery rhyme, 'I Have Two Eyes to See With.' 	<ul style="list-style-type: none"> -Learn the rules relating to messy play, e.g. wearing aprons and washing their hands. -Identify the construction areas inside and outside and use the resources appropriately and safely to build towers by stacking blocks or other constructions of their choice. 	<ul style="list-style-type: none"> -Use various construction materials for a purpose. Tell an adult or peer about their design. -Use drawing to represent their ideas. -Learn the nursery rhyme, 'Heads. Shoulders, Knees and Toes.' -Create movements in response to music and songs. -Learn the nursery rhyme, 'Open, Shut Them.'

Nursery Autumn 2 Night and Day	PSED	<ul style="list-style-type: none"> -Know about the importance of sleep. The body and brain need to rest. -Know what happens to your body when you feel tired, be able to recognise the sensation. -A bedtime routine includes all of the things that you do just before you go to bed, such as take a bath, clean your teeth, put on pyjamas, and read a bedtime story. -A morning routine is a set of actions you perform in the morning, usually before going to school, such as having breakfast, cleaning your teeth, washing your face and getting dressed. 		
	PD	<ul style="list-style-type: none"> -Learn what is included in a traditional British Christmas Dinner. -Learn how to use a knife and fork. 	<ul style="list-style-type: none"> -Show an awareness of safety and ask an adult for support, if necessary. 	<ul style="list-style-type: none"> -Use one handed tools and equipment to make a planned change. -Learn how to use equipment safely, e.g. cutting with scissors. -Develop their large-scale movements through jumping and hopping. -Jump over a small hurdle. -Jump off and land safely from a step or climbing apparatus. -Travel safely over a range of surfaces. -Develop control of their body by being able to hold a pose. -Climb up apparatus, using alternative feet. -Develop their gross motor movement by riding scooters, trikes and bikes.
	L			<ul style="list-style-type: none"> -Handle books carefully and hold them the correct way up to look at illustrations.
	EAD	<ul style="list-style-type: none"> -Learn the nursery rhyme, 'Are You Sleeping Brother John?' 	<ul style="list-style-type: none"> -Learn how to play different dance or ring games from countries around the world. 	<ul style="list-style-type: none"> -Use tools to shape malleable materials with a planned outcome in mind. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Make imaginative and complex 'small worlds' with blocks and constructive kits, such as a city.
	CL			<ul style="list-style-type: none"> -Show an understanding of prepositions such as under, on top, behind by

Nursery Spring 1 Traditional Tales				carrying out an action or selecting the correct picture.
	PSED	-Danger is the possibility of suffering harm or an injury.	-Increasingly follow rules and understand why they are important. -Moral: Hard work and dedication pay off. -Understand that patience is important when you are trying new things. -Develop their perseverance. Understand that when something is hard, they should not give up but should try again. -Show their confidence and self-esteem through taking risks and trying new things and ask adults for help when necessary.	
	PD	-Learn what is included in a healthy balanced breakfast. -Be willing to try different textured food and express their preference of flavours. -Be increasingly independent when getting dressed. For example, zip and unzip their coat with help to place on track and be able to fasten buttons. -Know the consequences of using tools incorrectly or not following the safety guidance.	-Obey and respect simple rules when participating in circle and interactive group games.	-Make sharp turns to avoid obstacles and other children while running. -Learn how to use tools safely and for a purpose (e.g. scissors, screws and screwdrivers). -Walk down steps or slopes whilst carrying a small object, maintaining balance and stability. -Show confidence going up and down ladders on climbing equipment. -Alternate patterns of hand to hand, foot over foot when travelling over climbing equipment. -Maintain balance on a range of climbing equipment, learn how to use their arms and body to stabilise themselves.
	UW	-The five senses - seeing, hearing, smelling, tasting, and touching - help us to understand what is happening around us. -Identify the basic body parts (eyes, ears, nose, mouth, hands) and their functions.	-Not everyone is able to use all five of their senses. If someone cannot see, they are blind; if someone cannot hear, they are deaf.	
	EAD	Learn the song, 'I've Got a Body.'		-Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing etc, to design their own bridge.

Nursery Spring 2 In the Garden	CL		<ul style="list-style-type: none"> -Be able to join in with games which involve listening for a signal, such as Simon Says. 	<ul style="list-style-type: none"> -Use simple directional language such as up, down, left, right, forwards, backwards.
	PSED	<ul style="list-style-type: none"> -Spending time outdoors in nature has a positive impact on physical and mental well-being. -Recognise how connecting with nature makes them feel. -Share their personal experiences of connecting with the natural world in enjoyable ways. For example, that being close to nature calms them, that they enjoy the peace, or that they like connecting with the wildlife around them etc. -Dress suitably for the weather. Know what to wear outside in different weather conditions (cold, wet, warm etc). 	<ul style="list-style-type: none"> -Develop strategies to manage waiting and support children to become more patient. -Show resilience when tackling a new challenge, persevere when they reach the point of giving up. -Recognise the similarities and differences between themselves and others in more detailed ways. 	<ul style="list-style-type: none"> -Use the climbing equipment safely, knowing to stay well behind the person in front of them. -Mindfulness meditation is paying attention to what is happening in the present moment. -Develop mindfulness techniques, learn to use your senses to identify what you hear or anything else you notice. -Observe and control your breath. Be able to take deep breaths, scrunch and release the breath.
	PD	<ul style="list-style-type: none"> -Understand some of the tools, techniques and processes involved in food preparation. -Exercising helps you to stay fit and healthy. -Name some types of physical exercise, e.g. running, jumping, skipping etc. -In nature, you can exercise freely, which is good for your body and your mind because it helps you to feel relaxed. -Discuss the physical activity opportunities that types of weather present, such as squelching in mud; splashing in puddles; catching or listening to raindrops; swishing streamers in the wind; playing with light and shadows on sunny days. -Personal hygiene refers to maintaining the body's cleanliness. This includes, having a bath frequently, washing hands, brushing teeth, trimming fingernails etc. -Learn how to clean different parts of the body. -Explore the local area following road safety rules. -Pedestrians walk on the pavement and vehicles travel on the road. -To know how to walk safely with a grown up and hold hands when walking near the road. 		<ul style="list-style-type: none"> -Manipulate a range of tools and equipment in one hand. -Learn how to use a range of tools, e.g. a vegetable peeler. -Cross the midline when drawing or participating in fine motor skill activities (e.g. threading). -Skip, hop and stand on one leg and hold a pose. -Jump forward with the take-off and landing done with their two feet.

		-Know safer crossing places and how to use them.		
	L			-Recognise the difference between writing and drawing.
	EAD			-Roll and sculpt shapes in malleable materials. -Select appropriate tools to shape and mould malleable materials.
Nursery Summer 1 Food and Drink	PSED	-Understand which parts of the body are private and know not to touch anyone's private parts. -Family members (parents) may need to touch them to help you clean yourself. A doctor can touch or look at your privates but only with your parents there. -Understand how their appearance will change as they grow and the differences between children and adults. -Develop an understanding that ageing as a natural process.	-Select and use resources to achieve a goal, either their own or one that has been suggested to them. -Fair means everyone gets what they need. For example, some children wear glasses and some don't. That's not equal, but it's fair because not everyone needs glasses to see and learn best. -Feeling proud is a happy and positive emotion. People feel proud when they have achieved something. -Identify something that the children have achieved that they are proud of.	
	PD	-Have basic hygiene awareness with relation to food preparation and food safety, take part in clearing and cleaning the tables before cooking. -Eliud Kipchoge is a famous Kenyan athlete who is a professional long-distance runner. He set the world record in the marathon. -Recognise the importance of water and keeping hydrated. Drink water before, during, and after exercise is important. -Identify what happens to their body during exercise. -Sort food in different ways. For example, healthy / unhealthy or processed / unprocessed. -People need to eat lots of different fruit and vegetables to be healthy. We should eat at least five different types every day. -Describe the amount of different types of food needed to stay healthy using the terms lots,	-Show interest by observing or participating in dance activities. -Understand the value of the social aspects of food and how to enjoy food.	-Cut soft fruit or vegetables safely, for example, a banana, with a non-sharp knife. -Move with appropriate actions and timing in response to some stimuli. -Combine ingredients in bowl and use their hands as well as utensils to mix them. -Follow a recipe using non-standard measures e.g. cups/ spoonsful.

		<p>some, a little and not needed.</p> <p>-Understand that it is acceptable to make 'unhealthy' choices once in a while but we should not consume too much unhealthy food.</p>		
	L			-Draw pictures and write labels using their developing phonemic awareness.
	UW	<p>-Understand where food comes from and how it can be grown / produced or farmed.</p> <p>-Understand why people choose to grow certain plants. Some plants can be eaten (fruit/ vegetables).</p> <p>-Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants).</p>	<p>-Understand that some people will not eat meat and this makes them a vegetarian.</p> <p>-Respect that some people will not eat pork due to their religious beliefs.</p>	
	EAD			<p>-Develop their control to hold and play instruments to produce a musical sound, e.g. holding a beater with one hand whilst holding a drum in the other.</p> <p>-Learn the song, 'Walking in the Jungle.'</p> <p>-Select materials from a limited range that meet simple design criterion e.g. something that you could use to dig a hole in the mud.</p>
Nursery Summer 2 Water	PSED	<p>-Know how to keep themselves safe at the beach/ a swimming pool.</p> <p>-Learn how to protect themselves from the sun (sunglasses, sun hat, drinking water etc) and know why it is important.</p>	<p>-Recognise the similarities and differences between themselves and others in more detailed ways.</p> <p>-Introduce the concept of gender expression and combat gender stereotyping.</p> <p>-Appreciate the benefits of celebrating who they really are.</p>	
	PD		<p>-Work as a team following instructions with the support of modelling the required movement.</p> <p>-Introduce 'movement language' such as skip, gallop, slide, freeze, still.</p>	<p>-Develop their arm and chest muscles through using parachutes to make small, medium, or large movements and making various types of waves.</p> <p>-Learn how to use a tripod grip with a variety of mark making tools e.g., painting on shells using fine paintbrushes.</p> <p>-Move spontaneously to music, listening to a range of Caribbean music to inspire movement.</p>

				<ul style="list-style-type: none"> -Wave flags, scarves and streamers, to support the development of arm muscles. -Develop their underarm throwing skills using the appropriate technique (trunk rotation with arms and legs moving in opposition) to hit a target with a ball or beanbag. -Draw with increasing complexity and detail, draw the outline of an object and include details. -Explore the climbing equipment in the reception garden. Take and manage risks when climbing on larger equipment (A-frames or the climbing wall).
L				<ul style="list-style-type: none"> -Create their own menus by giving meaning to the marks they make and their developing knowledge of graphemes and phonemes. -Write in meaningful contexts (All About Me Book for their new teacher). Illustrate their own book and use their developing phonemic awareness to write labels for the images.
UW	-Understand that it is important to take a break from ICT devices or the TV.		-Discuss different ways to learn and play during the summer holiday.	
EAD			-Explore different gender identities and promote equal opportunities through dressing up and role-playing characters.	<ul style="list-style-type: none"> -Paint in different scales e.g., using large rollers and paintbrushes to create lines, shapes, pictures and patterns outdoors or small paintbrushes to create detailed images indoors. -Explore a range of construction materials that fix together in a variety of ways e.g., by twisting, slotting, pushing or clipping. -Design and make their own model using open ended resources to create constructions by balancing, stacking, adding or taking away items. -Learn the song, 'If you're happy and you know it.'