**Physical Development – Gross Motor Skills (PE)**

**2-Year-Olds**

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| **Pupils will be taught to:** | **Adult-led Activities**  **Children will take part in activities such as:** | **Continuous and Enhanced Provision**  **Children will have access to:** |
| **Walk, run, jump, climb and use stairs independently.** | \* Soft play session at local soft play centre.  \* Climbing and jumping from large apparatus (benches and mats) in the school hall. | \* Community Play staircase indoors.  \* Climbing frame outdoors.  \* Crates and boxes.  \* Tyres.  \* Soft play equipment indoors. |
| **Fit themselves into spaces, like tunnels, dens**  **and large boxes and move around in them.** | \* Den building.  \* Lycra games.  \* Role-play camping/caravan.  \* Exploring torches under tables covered with blankets.  \* Soft play with tunnels.  \* Hide and seek. | \* Large boxes.  \* Tunnels.  \* Wendy house.  \* Dark den.  \* Tents.  \* Den building equipment such as blankets and tarpaulin. |
| **Begin kicking, throwing and catching balls.** | \* Catching and popping bubbles.  \* Throwing and catching scarves and balloons.  \* Throwing and catching beach balls, large inflatable footballs and bean bags with an adult as partner. | \* Selection of different size balls to practise throwing and catching.  \* Moveable targets such as hoops, tyres and large buckets.  \* Fixed targets such as the bucket wall. |
| **Spin, roll and independently use ropes and swings.** | \* Visiting the local playground to access swings and tyre swings.  \* Spinning on wheel boards and spinning tops as part of soft play.  \* Learning how to stay safe when using the tyre swing independently. | \* Tyre swing outdoors  \* Slopes in the garden for rolling down and climbing up |
| **Move around on push-along wheeled toy, use a scooter or ride a tricycle.** | \* Playing the ‘Red Light, Green Light’ game.  \* Wheeled toy races. | \* 3-wheeled scooters, trikes and ride on vehicles outdoors.  \* Role-play garage and car wash. |
| **Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.** | \*Songs that encourage different types of movement, balance and coordination, for example, ‘Jiggle Your Scarf’, ‘I roll the ball to…’ ‘Sleeping Bunnies’ and ‘Dingle Dangle Scarecrow’.  \* Walking barefoot on different textured surfaces such as texture mats and wobbly steppingstones and following taped/drawn lines.  \* Playing with scarves and streamers.  \* Popping bubbles  \* Painting using large arm movements  \* Ball games such as throwing, catching, kicking and rolling.  \* Kicking autumn leaves.  \* Seasonal walks around the local area. | \* Different surfaces such as tarmac, wet pore, grass, bark chippings, flat and sloped.  \* Climbing frame.  \* Soft play equipment  \* A range of resources for waving such as streamers, scarves and flags.  \* Brushes and water, chalk and paint to encourage large arm movements.  \* Footballs  \* Dens and tunnels.  \* Large bubble wands. |
| **Clap and stamp to music.** | \* Joining in with action songs such as ‘I Can Clap My Hands’, ‘This is the Way We Clap Our Hands’, ‘If You’re Happy and You Know It’, ‘Wind the Bobbin’ and ‘Roly poly’.  \* Improvised dancing to music.  \* Stamping in puddles when it is raining. | **\*** Recorded music on iPads. |

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| **Curriculum Intent:**  The pupils will:   * Climb confidently. * Catch a large ball. * Pedal a tricycle. | |
| **Skills:**  \* Climbing  \* Throwing  \* Catching  \* Moving in different ways – running, walking, jumping, crawling, stamping, rolling, spinning  \* Balancing  \* Pedalling | **Continuous provision:**  \* See provision outlined above |
| **Knowledge:**  The children will know how to:  \* Pedal a trike.  \* Catch a large ball.  \* Clap and stamp to music.  \* Climb stairs and on apparatus independently. | **Key Vocabulary:**  Clap, jump, throw, catch, pedal, climb, jump, hide |