



Holmesdale
Yearly Knowledge and Skills Progression
Subject: PE
Year group: Nursery

The EYFS framework is structured very differently to the National Curriculum, as it is organised across 7 areas of learning rather than subject areas. Each area is split into 17 aspects, all of which are interwoven. The most relevant for P.E are taken from the following areas of learning:

- Physical development
- Personal, social and emotional development

Our nursery children develop their physical education skills through the carefully planned continuous provision provided both in the inside and outside classroom.

Autumn Term / Spring Term / Summer Term (Each child will access across the Year and develop accordingly)

Gross motor skills developed

- Gaining control whole body through continual practice of large movements.
- Sit on a push along wheeled toy, use a scooter or ride a tricycle
- Develop manipulation and control
- Go up stairs and steps, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game.
- Use large muscle movements to move.
- Match their developing physical skills to task and activities in the settings.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items, such as moving al long plank safely, carrying large hollow blocks.
- Show an increasing desire to be independent such as wanting to feed themselves and dress or undress.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Clap and stamp to music

How we develop these skills at Holmesdale

Gross motor skills:

- Movements encouraged such as waving, kicking, rolling, crawling and walking
- Marked tracks outside for riding (e.g., arrows, cones) “Bike wash” role play to encourage repeated use.
- Throwing and catching soft balls, beanbags, or scarves
- Large construction blocks requiring lifting, rotating, placing
- Outdoor climbing frame practice with adult modelling
- Step boxes indoors for simple up/down movement
- Action songs that include stepping or climbing motions
- Hopscotch using chalk outside
- Freeze-dance games focusing on balance poses
- Running, chasing and team games in the outside classroom
- Ribbon and scarf dancing to music on the stage area
- Large chalk drawing on the playground floor involving big arm motions
- Encouraging children to select tools/vehicles for large building tasks
- Water play with different sized containers to pour, tip and carry

Fine motor skills developed

- Use one handed tools and equipment for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils.
- Show preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

- Open-ended provision: crates, planks, tyres, large blocks
- Allowing free access to materials during outdoor construction play
- Dressing-up area with simple fastenings (Velcro, zips, large buttons)
- Snack time routines encouraging pouring, spreading, serving
- Coat-flip method modelling in cloakrooms
- Rhythm games using drums or shakers
- Action songs requiring clapping and stamping
- Call-and-response clapping patterns led by adults

Fine motor skills

- Scissor-snipping trays with paper strips, playdough, straws
- Mark-making on vertical surfaces (easels, chalkboards)
- Cooking activities requiring cutting soft foods
- Funky finger activities (playdough, tweezers, pegboards)
- Large drawing on floor paper, progressing to smaller surfaces
- Pattern tracing with stencils or sand trays
- Activities encouraging repeated hand use (threading, puzzles, block towers)
- Providing tools consistently on the child's preferred side
- Drawing and painting tasks where children naturally choose a hand
- Dressing-up items with different fastenings for example bike helmets
- Encouraging children to get ready for outdoor play with minimal help ("You do, I help a little" approach)

Diversity and Cultural Capital

Introduce the children to music and dance from different cultures

We offer diverse dolls, dressing-up clothes and role-play props so all children can see themselves reflected in the environment

Our outdoor equipment (bikes, trikes, climbing gear) supports participation for children with different physical abilities.

We encourage children to share and demonstrate movements familiar in their home cultures, such as traditional games or dance actions brought from family experiences.

Barriers & Scaffolds

Possible barriers:

- Limited core strength / unstable posture
- Poor balance or coordination
- Difficulty with spatial awareness / judging distance
- Sensory sensitivity (noise, touch, movement)
- Low confidence / fear of climbing or trying new movement
- Limited experience of large outdoor equipment at home
- Difficulty following sequences or remembering actions
- Difficulty matching movements to rhythm or beat
- Weak finger strength or limited hand control
- Difficulty using one-handed tools (scissors, scoops)
- Poor grip when holding pens or tools
- Language barriers (EAL learners)

Possible scaffolds:

- Provide tummy-time, animal walks, soft climbing blocks, scooter boards.
- Short, frequent movement breaks to build strength gradually.
- Adult modelling of safe climbing and balancing.
- Use low-level balancing equipment (balance beams on the floor, stepping stones).
- Offer hands-to-hold or “hand on shoulder” support.
- Start with static balance before moving balance (freeze poses → walking on a line).
- Use larger, slower-moving objects (scarves, balloons) for catching and throwing.
- Provide clear visual boundaries (cones, chalk lines, mats).
- Create calmer movement spaces with reduced noise.
- Offer sensory-friendly alternatives (e.g., gentle stretching instead of jumping).
- Allow children to watch first before joining.
- Provide simple “I can try...” challenges with achievable steps.
- Celebrate effort rather than outcome.
- Provide daily access to trikes, scooters, climbing frames.
- Use small steps (indoor stepping blocks → outdoor climbing frame).
- Use picture-cue cards showing each movement.
- Repeat the same movement sequences across several weeks.
- Adult “side-by-side” demonstration.
- Start with clapping simple patterns before dancing.
- Use slow, clear music with repetitive beats.

- Use drums or shakers to reinforce the beat.
- Offer finger-gym activities: playdough, tweezers, pegboards, threading.
- Use thicker pens or triangular grips to support pencil control.
- Short, daily “funky fingers” activities.
- Pre-cutting tasks (snipping strips rather than shapes).
- Training scissors.
- Adult hand-over-hand support that gradually fades.
- Use vertical mark-making (easels, chalkboards) to encourage wrist strength.
- Chunky crayons, paint dabbers, or short pencils to support tripod grip.
- Use visual cues and gestures for movement instructions.
- Short, clear, repeated phrases (“Hop... stop... hop... stop”).
- Peer modelling (“Watch your friend, then try.”)