

# Continuous Provision Progression Grid

*Intention-* To encourage children to be happy, healthy and fit. Children will be excited to explore and use the outdoor environment on a daily basis whatever the weather.

*Children will enjoy exploring risk, working and playing as a team and developing core and balance skills needed for fine motor skills.*

## Gross Motor Skills-

*'Watching a child makes it obvious that the development of his mind comes through his movements' Maria Montessori*

### Questioning Children

- What do we need to do first? What do we need to do next?*
- Can you move in a different way? How many different ways of moving can you find?*
- What do you notice when you turn the handlebars or push the pedals?*
- Did that happen as you expected?*
- I wonder how we could transport these bricks.*
- Is that the best way?*
- How do the wheels turn?*
- What makes this vehicle move?*
- What are you building/making?*
- Can you tell me what you are making?*
- Can you draw your idea?*
- What are you using to make it?*
- What type of material is it made from?*
- How can you make sure you transport this safely?*
- Would you do anything differently next time?*
- Why did you choose to use...?*
- What could this be used for?*
- How could we change this part?*
- How are you challenging yourself?*
- How can we make sure everyone has a turn? What will make this fair?*
- What should we do to keep people safe?*
- Can you describe the different parts?*
- What could you use/try instead?*
- How could you make it stronger/taller/wider?*
- What shape or size piece will fit here?*
- Where could we put this piece?*
- What shall we try next?*

#### Development Matters

##### Birth to Three-

##### Physical Development-

*Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.*

##### Three to Four year-olds-

##### Physical Development-

*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills*

*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.*

*Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm: count or clap syllables in a word.*

*Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.*

##### Children in Reception will-

*Progress towards a more fluent style of moving, with developing control and grace.*

*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.*

##### Early Learning Goal-

##### Physical Development-

*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.*

# Adults will support our little movers by...

## Using Key Vocab:

### Essential Vocab

Build, make, join, fix, mend, turn, move, push, balance  
Plan, draw, write  
Tall, short, big, small  
Wood, metal, plastic, cardboard  
On top, underneath, next to, inside, outside, behind, in front,  
between Strong, hard, soft  
Top, bottom, middle  
Equipment names, e.g. wheels, handles, axle, bike, trike, scooter  
Ways of moving - fast, slow, steer, turn, push  
Share, take turns, fair, wait, swap  
Traffic lights, road, crossing, safety, stop Same, different,  
compare, notice  
Team, balance, ball, bib, turn, partner.

### Extended Vocab:

Left, right, forwards, reverse, direction, corner, junction  
Manoeuvre, obstacle, route, avoid, accident, crash, road, sign,  
travel Slope, ramp, surface, friction, deliver  
Fasten, attach, connect  
Measure, repair, design  
Stack, collapse, combine, slot, rotate, twist Wide,  
narrow, high, low

Developing Gross Motor Skills is key to enabling children the skills they need to write. We recognise that some children at Belton Lane do not have access to outdoor play, therefore, understand the importance of allowing children enough time outside to explore and play together.

Children will have the opportunity to explore the outdoor environment everyday. They will have a dedicated time slot each day to boost movement, risk taking and team work. Adults will model these skills to the children, encouraging them to be happy, healthy and fit.

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a bench mark and built upon for individuals and groups.

## What adults will provide

Balance bikes  
Three-wheeled scooters  
Trikes  
Ride-on vehicles  
Playground chalk  
Wheelbarrows  
Cones  
Planks  
Parking Spaces/ numbers to match  
Road signs  
Traffic lights and pedestrian crossings  
Wooden blocks  
Toolbelts, hi vis, helmets, goggles.  
Photos of buildings.  
Balls of different sizes  
Bibs  
Music  
Pom poms and ribbons

	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p><b>Autumn 1</b></p> <p><b>A Story to Remember</b></p> <p><b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• What do we need to do first? What do we need to do next?</li> <li>• Can you move in a different way? How many different ways of moving can you find?</li> <li>• What do you notice when you turn the handlebars or push the pedals?</li> </ul>	<p>Birth to Three- Physical Development- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Three to Four year-olds- Physical Development- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>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.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Children will be introduced to the children to the large apparatus in their school playground and other areas like the large construction area wherein they will need to use their gross motor skills.</p> <p>Introduce to children the equipment that they can use in school (bikes, balls, hoops etc.) to practise their gross motor skills with.</p>	<p>Introduce adult led activities for use of the balance bikes to enable the children to develop balance and core fitness. Children will be able to use these activities during continuous provision time. They will set up obstacle courses to continue to develop their techniques.</p>  <p>Introduce simple ball games (adult led) in provision to children - such as throwing or kicking into a large hoop from a starting point.</p>  <p>Introduce the climbing tree to the children.</p> <p>Streamers and pompoms available alongside musical instruments and nursery rhyme books to encourage free movement.</p>	<p>Balance bikes, Balls (large and small, also rounded and bumpy balls), Streamers and pompoms Music</p>	<p>Get Set 4 PE - introduction to PE unit 1 - They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>Introduce the children to the trim trail - all to try in their classes so they can gain confidence to be successful at practising using it at playtimes independently.</p> <p>Introduce the balance bikes.</p>	

## Autumn 2 Once Upon a Time

### Key Questions-

- Did that happen as you expected?
- I wonder how we could transport these bricks.
- Is that the best way?
- How do the wheels turn?
- What makes this vehicle move?

Three and Four Year Olds-  
Physical Development-  
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills

Match their developing physical skills to tasks and activities in the setting

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Children will be encourage to make up their own team games using football and a stimulus.

Provide opportunities for balancing practice.

Provide opportunities for exploring movement through games, dance and with the use of equipment

Adult to use the children's growing skills in kicking to set children in small teams to score goals against the other team.



Large construction blocks/balancing equipment to build tracks/bridges/trails for the children to negotiate and practise their balancing.



Adult to model using a hula hoop to spin, roll, jump into etc.



Use the cars, scooters to role play streets, parking cars, crossing roads etc.

Balls, cones for a goal, coloured bibs, large construction blocks, balancing equipment, hula hoops.

Get Set 4 PE Unit -  
Fundamentals unit 1  
- Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.

## Spring 1 The Helpful Patrol

### Key Questions-

- What are you building/making?
- Can you tell me

Children in Reception will-  
Physical Development-  
Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Children will learn and practise a range of ball skills including rolling, throwing, catching, receiving, and kicking. Children will be able to use their ball skills in games with their peers.

Chalking lines on the playground for children to roll or kick a ball along. Children can also chalk their own tracks to follow or for others to follow. Can add cones onto the lines for dribbling practice and extra challenge of moving around.



Balls, cones, hoops, targets, chalk, rubber mats, large construction.

Get Set 4 PE - Ball Skills Unit 1 - Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and

<p>what you are making?</p> <ul style="list-style-type: none"> <li>• Can you draw your idea?</li> <li>• What are you using to make it?</li> <li>• What type of material is it made from?</li> </ul>			<p>Various target practice for throwing and kicking (into hoops, goals, cones).</p> <p>Catching and counting games (adult led initially) to beat a high score.</p> <p>Use the large construction to create vehicles connected to People who help us.</p> <p>Children will begin to have access to the garden area where they can dig using spades. Use the wheel barrow to move equipment and soil.</p>		<p>gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	
<p><b>Spring 2</b> <b>Spring has Sprung</b> <b>Key Questions-</b></p> <ul style="list-style-type: none"> <li>• How can you make sure you transport this safely?</li> <li>• Would you do anything differently next time?</li> <li>• Why did you choose to use...?</li> <li>• What could this be used for?</li> <li>• How could we change this part?</li> </ul>	<p>Children in Reception will Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Children will practise moving in different ways with or without music - creating own dance sequences.</p> <p>Children will learn to ride a pedal bike independently (as part of learning challenge week)</p>	<p>Use the twinkl dance cards for children to think of their own dances/movements</p> <p>Streamers, ribbons and pompoms available alongside music (CD player/speakers) for children to dance to.</p> <p>Use the large construction to create obstacle courses. Encouraging balancing and climbing.</p>	<p>CD player/speakers with various music for children to dance to.</p> <p>Streamers/pom poms</p> <p>Dance cards for performing an action - twinkl cards</p> <p>Large construction</p>	<p>Get Set 4 PE - Dance Unit 1 - Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	

## Summer 1 Amazing Adventures Key Questions-

- How are you challenging yourself?
- How can we make sure everyone has a turn? What will make this fair?
- What should we do to keep people safe?

Children in Reception will Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Children explore ways in which to move their body - recreating shapes and thinking of their own ways in which to move.

Use the twinkl dance cards for children to think of their own movements for the animals



Floor mats and rolling/position cards to practise



Large construction to be used to build spaceships.

Twinkl animal movement cards

Twinkl position cards to inspire children's ideas on what shapes to perform/practise

Floor mats

Sports Day equipment.

Get Set 4 PE - gymnastics unit 1 - children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.

## Summer 2- Magnificent Mini beasts. Key Questions-

- What shape or size piece will fit here?
- Where could we put this piece?
- What shall we try next?

Early Learning Goal- Physical Development- 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.

Children will practise moving a variety of ways to imitate objects/animals and people.

Children will play scoring games with their friends in a team as well as 1:1.

Children will work in a team to play a game like football/rounder's.

Transport moving cards to inspire movement



Team rounder's practise - coned off section and coloured bibs - scoring on whiteboards the runs

Pass the hoop team game - moving the hoop through a circle of children without letting go of each other's hands

Sports day practise. Egg and spoon; skipping; flat run; hurdles; javelin; bean bag race; bean bag bucket aim.

Transport movement cards  
Whiteboards for scoring  
Coloured bibs  
Cones  
Large construction

Get Set 4 PE - games unit 1 - children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.

			Teach the children playground games. Duck, duck, goose; What's the time Mr Wolf  Parachute games - encouraging listening skills			
--	--	--	---	--	--	--