NB: Yellow = nursery, non-highlighted = HA nurs/rec

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| **Lifting**  – Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking  -Exploring different ways of lifting  – Reflecting on their progress and the outcome of their ideas  -Know when to ask for help   * Large shoulder rotation * Elbow rotation * Wrist rotation * Small and controlled wrist movements * Appropriate hand grasps * Balance on two legs * Squat down to lift object bending at the knees * Stand back up with object in one/two hands   Move on to carry object to required locations |  |
| **Carrying**  – Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking  -Exploring different ways of carrying    – Reflecting on their progress and the outcome of their ideas  -Know when to ask for help  Lifting leading to carrying:   * Large shoulder rotation * Elbow rotation * Wrist rotation * Small and controlled wrist movements * Appropriate hand grasps * Balance on two legs * Squat down to lift object bending at the knees * Stand back up with object in one/two hands   Carry – keep object in one/two hands and walk with straight back to required location | **Observations** |
| **Balancing**  – Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking  -Exploring different ways of balancing    – Reflecting on their progress and the outcome of their ideas  -Know when to ask for help   * Begin on two legs * Engage core muscles * Use arms out wide to steady themselves * If wobbly steady themselves again using their arms and legs * Move around apparatus showing care | **Observations** |
| **Pulling**  Choosing the object/s they would like  Large shoulder rotation  Whole hand grasp  Elbow rotation  Brace core to help with balance when pulling  Making decisions about the resources they need  Problem solving when an object is difficult to pull |  |
| **Pushing**  Large shoulder rotation  Elbow rotation  Brace core to help with strength and balance when pushing  Making decisions about the resources they need  Extending arms to move abject away from themselves  Problem solving when an object is difficult to push |  |
| **Managing Risk**  Plan and communicate their ideas  Negotiate space and obstacles safely considering themselves and others  Making decisions about the resources they need  Problem solving to work out what to do next |  |
| **Climbing**  Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking  – Reflecting on their progress and the outcome of their ideas  Stepping up steps one by one putting both feet on one step each time.  Hold the hand rail as taking each step.  Climb up each step by using alternate feet on each step, while still holding the hand rail.  Climbing up a set of steps using alternate feet without holding on.  Stepping down steps one by one putting both feet on one step each time.  Hold the hand rail as taking each step.  Climb down each step by using alternate feet on each step, while still holding the hand rail.  Climbing down a set of steps using alternate feet without holding on.  Use one leg/knee to begin to pull themselves up to a higher surface.  Use both legs/knees to pull themselves up to a higher surface.  Be aware of where holes/gaps may be to place their hands to pull themselves up.  Use their hands to help transfer their weight to pull themselves higher up.  Use one leg/knee to begin to climb down from a higher surface.  Use both legs/knees to climb down from a higher surface.  Be aware of where holes/gaps may be to place their hands to guide themselves down.  Use their hands to help transfer their weight to guide themselves down.  Climb into an object by putting one leg into the object then their next leg thus transferring their weight.  Using their hands as needed to stabilise and control climbing into an object.  Using all their climbing skills to be able to climb up or down/ in and out of objects. |  |
| **Jumping – link to balancing (once a child can balance then they can move onto jumping)**  Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking    – Reflecting on their progress and the outcome of their ideas  Bend both knees at the same time.  Use knees to project body up into the air. (vertical jump)  Use knees to project body up and forward. (broad jump)  Use both arms by swinging forward as jumping to help project their body.  Straighten legs while jumping.  Bend knees together to land.  Be able to co-ordinate arms and legs together to jump effectively.  Jump from one place on the ground to another place on the ground.  Jump from the ground to a target (into a hoop)  Jump off a piece of equipment.  Land on feet when jumping off a piece of equipment. |  |
| **Sweeping**  Making decisions around the resources they need linked to PSED  – Caring for resources appropriately linked to PSED  - Plan and communicate their ideas  - Express their thoughts and ideas to others, adults and children  - Co-operate with peers and share resources  – Talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking    – Reflecting on their progress and the outcome of their ideas  Large shoulder rotation  • Elbow rotation  • Wrist rotation  • Small and controlled wrist movements  • Whole hand grasp to make sweeping movements  • Move through grasp phases getting used to only moving hand through the wrist (see ABC Getting Ready to Write)  • Pincer  Hold a brush with two hands and sweep forwards.  Hold a brush with two hands and sweep backwards then forwards in a repeating pattern.  Sweep backwards and forwards to move objects on the floor eg paint, water.  Sweep backwards and forwards to gather objects together in a pile.  Use a small brush to brush objects into a dustpan.  Use a dustpan and brush (one in each hand) to brush up a gathered pile of objects. |  |