

Physical Education			
Topic	Introduction to P.E (Unit 1)	Year	Nursery
<p>EYFS Objectives – Physical Development – Healthy Bodies and Social Emotional Wellbeing and Movement and Positional Awareness</p> <p>Healthy Bodies and Social Emotional Wellbeing</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items. • Choose to adapt their movement to a piece of equipment. • Understand and demonstrate lining up and queuing. • Become increasingly independent as they get dressed and undressed. <p>Movement and Positional Awareness</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Enjoy moving in a variety of different ways. • Move to music • Remember a sequence of 2 movements. • Use large-muscle movements e.g. to wave flags and streamers. • Jump and hop • with bent knees. • Run and stop with some control. • Choose own movements and actions in response to simple tasks. • Move around showing limited awareness of others. 			
Prior Learning		Future Learning	
<p>Birth to 3 Years</p> <ul style="list-style-type: none"> • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Walk, run, jump and climb – and start to use the stairs independently. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Engage with others through gestures, gaze and talk. 		<p>Reception</p> <p>Healthy Bodies and Social Emotional Wellbeing</p> <ul style="list-style-type: none"> • Take turns. Learn to share equipment with others. Share their ideas with others • Try again if they do not succeed. • Practise skills independently • Confident to try new tasks and challenges. • Begin to identify personal success. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. • Make decisions about where to move in space. <p>Movement and Positional Awareness</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills already acquired: • Rolling, crawling, walking, jumping, running, hopping, skipping, climbing 	

<ul style="list-style-type: none"> • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. 	<ul style="list-style-type: none"> • Run and stop when instructed • Explore skipping as a travelling action. • Change direction at a slow pace. • Explore moving different body parts together • Develop overall body-strength, balance, co-ordination and agility • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. • Copy and link simple actions together. • Make simple decisions in response to a situation. <p>Early Learning Goal – Physical Development – Gross Motor</p> <ul style="list-style-type: none"> • 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.
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What pupils need to know or do to be secure

Key Concept:

- Physical: run, balance, jump, hop, skip, crawl
- Social: work safely, communication, co-operation, leadership, share
- Emotional: confidence, independence, perseverance
- Thinking: comprehension, select and apply actions, reflection, make decisions

Core Learning	What does success look like?
<ul style="list-style-type: none"> - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path. - To work with others co-operatively and play as a group. - To follow, copy and lead a partner. 	<ul style="list-style-type: none"> - I am beginning to demonstrate balance. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I can explore movement skills - I can make guided choices. - I follow instructions with support.

Key Vocabulary

Avoid, backwards, forwards, freeze, safe, sideways, space, stop, partner