

Physical Education			
Topic	Introduction to P.E (Unit 2)	Year	Reception
<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"> • 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 • 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. 			
Prior Learning		Future Learning	
<p>Nursery</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. 		<p>Year One – OAA and Fundamentals</p> <ul style="list-style-type: none"> • Follow instructions. • Begin to work with a partner and a small group. • Understand the rules of the game and suggest ideas to solve simple tasks. • Copy a simple diagram/map. • Identify own and others' success. 	

<ul style="list-style-type: none"> • 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. <p>Move around showing limited awareness of others.</p>	<ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment.
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What pupils need to know or do to be secure

Key Concept:

- Physical: run, jump, skip, throw, catch, roll
- Social: work safely, communication, co-operation, support others
- Emotional: confidence, perseverance, determination, honesty
- Thinking: comprehension, creativity, make decisions

Core Learning	What does success look like?
<ul style="list-style-type: none"> - To move around safely in space. - To follow instructions and stop safely. - To stop safely and develop control when using equipment. - To follow instructions and play safely as a group. - To follow a path and take turns. - To work co-operatively with a partner. 	<ul style="list-style-type: none"> - I can make independent choices. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions - I play co-operatively and take turns with others - I understand the rules and can explain why it is important to follow them - I use movement skills with developing balance and co-ordination.

Key Vocabulary

Catch, direction, partner, path, rules, safely, score, space, stop.