

Physical Education			
Topic	Fundamentals (Unit 1)	Year	Nursery
<p>EYFS Objectives – Physical Development – Healthy Bodies and Social Emotional Wellbeing, Balance and Climbing 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. <p>Balance and Climbing</p> <ul style="list-style-type: none"> • Balance along benches and planks. • Jump from a low height and land on two feet. • Go up steps and stairs, or climb up apparatus, using alternate feet. 			
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. 		<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. 	

- 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.
- 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 ...”.

- Make decisions about where to move in space.

Movement and Positional Awareness

- 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.

Balance and Climbing

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Begin to take weight on different body parts.
- Create shapes showing a basic level of stillness using different parts of their bodies.
- Balance whilst stationary and on the move.

Early Learning Goal – Physical Development – Gross Motor

- 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.

What pupils need to know or do to be secure

Key Concept:

- Physical: run, balance, jump, hop, change direction
- Social: work safely, support others, take turns
- Emotional: honesty, determination
- Thinking: comprehension, select and apply, decision making

Core Learning

What does success look like?

<ul style="list-style-type: none"> - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel. 	<ul style="list-style-type: none"> - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am building my confidence to try new challenges. - I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. - I follow instructions with support. - I play games honestly guided by rules with support.
Key Vocabulary	Balance, bend, direction, hop, jump, land, run, safe, space, stop, travel.