

Physical Education

Topic

Fundamentals (Unit 2)

Year

Reception

EYFS Objectives – Physical Development – Healthy Bodies and Social Emotional Wellbeing, Balance and Climbing and Movement and Positional Awareness

Healthy Bodies and Social Emotional Wellbeing

- 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.

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.

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. • 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. <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Year One</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.
What pupils need to know or do to be secure	
<p>Key Concept:</p> <ul style="list-style-type: none"> - Physical: run, balance, jump, hop, change direction, travel - Social: work safely, support others, take turns, share, co-operation - Emotional: honesty, determination, perseverance, confidence, acceptance - Thinking: comprehension, select and apply, creativity, exploration 	
Core Learning	What does success look like?

- To develop balancing.
- To develop running and stopping.
- To develop changing direction.
- To develop jumping.
- To develop hopping.
- To explore different ways to travel using equipment.

- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.
- I use movement skills with developing balance and co-ordination.

Key Vocabulary

Balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop.