

Physical Education			
Topic	Gymnastics (Unit 1)	Year	Nursery
<p><b>EYFS Objectives – Physical Development – Balance and Climbing and Movement and Positional Awareness</b></p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Enjoy moving in a variety of different ways.</li> <li>• Move to music</li> <li>• Remember a sequence of 2 movements.</li> <li>• Use large-muscle movements e.g. to wave flags and streamers.</li> <li>• Jump and hop</li> <li>• with bent knees.</li> <li>• Run and stop with some control.</li> <li>• Choose own movements and actions in response to simple tasks.</li> <li>• Move around showing limited awareness of others.</li> <li>• Balance along benches and planks.</li> <li>• Jump from a low height and land on two feet.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>			
Prior Learning		Future Learning	
<ul style="list-style-type: none"> <li>• Lift their head while lying on their front.</li> <li>• Push their chest up with straight arms.</li> <li>• Roll over: from front to back, then back to front.</li> <li>• Enjoy moving when outdoors and inside.</li> <li>• Sit without support.</li> <li>• Begin to crawl in different ways and directions.</li> <li>• Pull themselves upright and bouncing in preparation for walking.</li> <li>• Reach out for objects as co-ordination develops</li> <li>• Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> </ul>		<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills already acquired:</li> <li>• Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Run and stop when instructed</li> <li>• Explore skipping as a travelling action.</li> <li>• Change direction at a slow pace.</li> <li>• Explore moving different body parts together</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Copy and link simple actions together.</li> <li>• Make simple decisions in response to a situation.</li> <li>• Begin to take weight on different body parts.</li> <li>• Create shapes showing a basic level of stillness using different parts of their bodies.</li> <li>• Balance whilst stationary and on the move.</li> <li>• Begin to use dynamics and expression with guidance.</li> <li>• Begin to count to music</li> <li>• Show shapes and actions that stretch their bodies.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
--	---

**What pupils need to know or do to be secure**

<p><b>Key Concept:</b></p> <ul style="list-style-type: none"> <li>- Physical: shapes, balances, jumps, ricking, rolling, travel</li> <li>- Social: work safely, collaboration, share and take turns.</li> <li>- Emotional: determination, confidence</li> <li>- Thinking: comprehension, creativity, select and apply.</li> </ul>
---

<b>Core Learning</b>	<b>What does success look like?</b>
<ul style="list-style-type: none"> <li>- To copy and create shapes with your body.</li> <li>- To be able to create shapes whilst on apparatus.</li> <li>- To develop balancing and taking weight on different body parts.</li> <li>- To develop jumping and landing safely.</li> <li>- To develop rocking and rolling.</li> <li>- To copy and create short sequences by linking actions together.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to negotiate space safely.</li> <li>- I am beginning to take turns.</li> <li>- I am building my confidence to try new challenges.</li> <li>- I can explore movement skills.</li> <li>- I can match skills to tasks and apparatus</li> <li>- I can use a range of large and small apparatus with an awareness of safety.</li> <li>- I follow instructions with support</li> </ul>

<b>Key Vocabulary</b>	Balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, still, straight
-----------------------	--