

Physical Education			
Topic	Dance (Unit 2)	Year	Reception
<p>EYFS Objectives – Physical Development – Balance and Climbing and Movement and Positional Awareness</p> <ul style="list-style-type: none"> • 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. • Begin to use dynamics and expression with guidance. • Begin to count to music • Show shapes and actions that stretch their bodies. • 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. • Show care and consideration for other riders when using a bike, trike or scooter. • Begin to pedal on 2 wheeled bikes. • Maintain balance on a balance bike or two wheeled bike for short periods of time. <p>Early Learning Goal</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. <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			
Prior Learning		Future Learning	
<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 		<ul style="list-style-type: none"> • Perform balances making their body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility. • Remember, repeat and link simple actions together. 	

- 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.
- 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.

What pupils need to know or do to be secure

Key Concept:

- Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
- Social: work safely, collaboration, share and take turns, respect.
- Emotional: determination, confidence
- Thinking: comprehension, creativity, select and apply.

Core Learning

- To create short sequences using shapes, balances and travelling actions.
- To develop balancing and safely using apparatus.
- To develop jumping and landing safely from a height.
- To develop rocking and rolling.
- To explore travelling around, over and through apparatus.
- To create sequences using apparatus.

What does success look like?

- I am confident to try new challenges.
- I can combine movements, selecting actions in response to the task and apparatus.
- I can confidently and safely use a range of large and small apparatus.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I work co-operatively with others and take turns.

Key Vocabulary

Around, balance, hold, jump, still, straight, though, travel, land, over, rock, roll,