

Physical Education			
Topic	Dance (Unit 1)	Year	Nursery
<p>EYFS Objectives – Physical Development – Balance and Climbing and 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. • 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"> • Push their chest up with straight arms. • 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. • Clap and stamp to music. • Walk, run, jump and climb – and start to use the stairs independently 		<p>Reception</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. 	

	<ul style="list-style-type: none"> • 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</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.
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What pupils need to know or do to be secure

<p>Key Concept:</p> <ul style="list-style-type: none"> - Physical: actions, dynamics, space. - Social: work safely, collaboration, respect. - Emotional: independence, confidence - Thinking: creativity, select and apply actions, provide feedback, exploration, provide feedback
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Core Learning	What does success look like?
<ul style="list-style-type: none"> - To explore different body parts and how they move. - To explore different body parts and how they move and remember and repeat actions. - To express and communicate ideas through movement exploring directions and levels. - To create movements and adapt and perform simple dance patterns. - To copy and repeat actions showing confidence and imagination. - To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> - I am beginning to negotiate space safely. - I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. - I am building my confidence to try new challenges and perform in front of others. - I can explore movement skills. - I follow instructions with support. - I show respect towards others.

Key Vocabulary	Actions, beat, counts, direction, fast, finish, position, high, low, quickly, shape, slowly, start, position, travel.
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