

Physical Education			
Topic	Games (Unit 1)	Year	Nursery
<p>EYFS Objectives – Physical Development – Healthy Bodies and Social Emotional Wellbeing, Ball Skills 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>Ball Skills</p> <ul style="list-style-type: none"> • Kick a large ball from a stationary position into a space. • Move a large ball with feet. • Throw a ball or beanbag over and under arm into a space. • Push, bounce and roll a large ball. • Catch a large ball using arms. <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. 			
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. • Pass things from one hand to the other. Let go of things and hands them 		<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. 	

to another person, or drops them.

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Enjoy starting to kick, throw and catch balls.
- 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 ...".

- 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.

Ball Skills

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Drop and catch with two hands.
- Hit a ball with hands.
- Move a ball with feet.
- Kick larger balls towards a target.
- Throws larger balls and beanbags towards a target using under and over arm throw.
- Stop a beanbag or large ball sent to them using hands.
- Attempt to stop a large ball sent to them using feet.

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.

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, change direction, throw, catch
- Social: work safely, communication, co-operation, support and encourage others
- Emotional: confidence, determination, honesty, manage emotions

- Thinking: comprehension, decision making	
Core Learning	What does success look like?
<ul style="list-style-type: none"> - To work safely and develop running and stopping. - To develop throwing and learn how to keep score. - To play games showing an understanding of the different roles within it. - To follow instructions and move safely when playing tagging games. - To work co-operatively and learn to take turns. - To work with others to play team games. 	<ul style="list-style-type: none"> - I am beginning to explore a range of ball skills. - I am beginning to negotiate space safely. - I am beginning to take turns with others. - I am beginning to understand how I feel in different situations. - I can explore movement skills. - I follow instructions with support. - I play games honestly guided by the rules with support.
Key Vocabulary	Catch, caught, jog, rules, run, safe, safely, score, space, stop, team, throw, turn.