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| **Physical Education**  **Core Curriculum**  **Class 1 (Nursery & Reception)**  **Autumn Term** | | | | |
|  | **Autumn Term 1** | | **Autumn Term 2** | |
| **Unit of Work** | Manipulation & Coordination  Unit 1 | Body Management  Unit 1 | Cooperate & Solve Problems  Unit 1 | Gymnastics  Unit 1 |
| **Prior Learning** | Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. | Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles. | Coordinated similar type objects in a variety of ways. Differentiated ways to manoeuvre objects. Skipped in isolation and with rope. | Follow simple instructions. Has basic movements such as walking, running rolling crawling. Replicate basic demonstrations. |
| **Unit Focus – Key Knowledge & Skills** | Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways. | Explore balance and managing own body. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. | Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team. | Develop confidence in fundamental movements. Experience jumping, sliding rolling moving over and under apparatus. Develop coordination and gross motor skills. |
| **Essential Key Knowledge and/or Skills** | * Send a range of objects towards a target using a range of body parts. * Receive (stop) a range of objects using a range of body parts. * Control objects in a space with different body parts. * Hop with control. * Coordinate body parts to hop, step and jump. | * Control their body parts to navigate obstacles. * Hold a body bridge with control. * Reach and stretch to retrieve and place objects. * Travel over and under apparatus with control. * Use their strength to make basic shapes with their body | * Work as a team to complete a task. * Follow instructions to perform individual coordination skills * Recognise their heart rate increases after exercise. * Work cooperatively with a partner to complete a challenge. | * Jump 2 feet to 2 feet with control. * Perform a large body part balance with control. * Perform a small body part balance. * Perform a tuck shape. * Perform an L shape sit. |
| **Progression of Learning in lessons-Objectives covered** | * I can handle a balloon * I can handle a ball * I can kick a ball * I can hop, jump & step * I can send a ball or beanbag * I can send and stop objects in a game | * I can balance a beanbag * I can move through hoops in different ways * I can reach and stretch to get equipment * I can make bridges and tunnels with my body * I can travel over and under apparatus * I can make shapes with my body | * I can match colour and symbols * I can work as a team to complete a task * I can use my body to make number shapes * I can follow a trail * I can work with others to make a pattern * I can work with a partner to complete challenges | * I can move safely * I can take off and land on two feet * I can balance and move balls and beanbags * I can travel on mats and benches * I can copy and repeat actions * I can perform simple shapes and balances |
| **Vocabulary** | Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes. | Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll. | Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number. | Balance, control, fast, high, jump, link, low, stretch, pattern. |
| **Personal Development** | Bilateral coordination which is the ability to coordinate both sides of the body at the same time or with alternating movements, in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other. | Explore movement of their bodies in a variety of ways. Develop their numeracy and literacy skills through recalling identifying and selecting movements and balances and count when carrying out repetitive movements. | Develop physical literacy which is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life. | Develop their numeracy and literacy skills through recalling identifying and selecting movements and balances and count when carrying out repetitive movements. |
| **Application Task** | Intra-competition representing their house/team | Intra-competition representing their house/team | Intra-competition representing their house/team | Intra-competition representing their house/team |