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| **Physical Education** **Core Curriculum** **Class 1 (Nursery & Reception)****Autumn Term**  |
|  | **Autumn Term 1** | **Autumn Term 2** |
| **Unit of Work** | Manipulation & CoordinationUnit 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.
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| **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
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| **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 |