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| **Physical Education**  **Core Curriculum**  **Class 1 (Nursery & Reception)**  **Spring Term** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Gymnastics  Unit 2 | Dance  Unit 1 | Manipulation and Coordination  Unit 2 | Sports Day Practise |
| **Prior Learning** | Developed confidence in fundamental movements. Experienced jumping, sliding rolling moving over and under apparatus. Developed coordination and gross motor skills. | Heard and responded to music. Carried out simple movements such as walking, running and jumping. Follow and repeat basic instructions. | Sent and received a variety of objects with different body parts. Worked with others to control objects in space. Coordinated body parts in a variety of activities and in different ways. | Over the units they have covered throughout the year, the children will have developed a range of skills and knowledge on throwing, catching and movement skills. |
| **Unit Focus – Key Knowledge & Skills** | Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. | Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music. | Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope. | Explore a variety of ways to move.  To run and compete against others. Develop further catching and throwing skills. Compete in different events using skills they have learnt. |
| **5 Essential Key Knowledge and/or Skills** | * Is able to ink 2 shapes and 2 ways of travelling to make a short movement pattern. * Is able to perform an egg roll and log roll. * Is able to hold a balance for 3 seconds. * Is able to describe what a link movement is. * Is able to use a start and finish shape. | * Is able to explore stimulus using a range of actions. * Is able to copy and repeat some basic actions. * Is able to dance in unison. * Is able to choreograph a short sequence. * Is able to perform a dance in a small group. | * Is able to listen carefully and follow instructions to play with a parachute. * Is able to use a baton to push beanbags and balls. * Recognises the difference between jumps, skips and hops. * Is able to perform a variety of skips with and without a rope. | * Is able to run at speed in a straight line. * Is able to pass a baton to a partner in a race. * Is beginning to use their arms to jump 2 foot to 2 foot. * Is beginning to use an underarm throw to aim at a target. * Is able to move with control. |
| **Progression of Learning in lessons-Objectives covered** | * I can link different shapes and ways of moving * I can egg roll and log roll * I can follow different pathways * I can balance on points and patches * I can link movements * I can use a start and finish position | * I can use colours and feelings in dance * I can perform as animals using different levels and directions * I can work with a partner * I can show expression in my sequence * I can perform transport actions and movements in my dance * I can use leading and following movements | * I can play parachute games * I can use equipment to perform actions * I can use a baton to push beanbags and balls * I can use a baton to dribble * I can perform different jumps * I can handle a hoop | * I can run and move freely. * I can race as part of a team * I can change direction when running * I can jump with control * I can travel over obstacles safely * I can compete in a range of events |
| **Vocabulary** | Pattern, shape, sequence, pattern, movement, timing, pathway, direction. | Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow. | Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition. | Running, jogging, jump, throw, catch, competition, race, obstacles, sprint, relay. |
| **Personal Development** | Children will be made aware of local gymnastics clubs where they can further develop their skills. | Children will express themselves freely in a safe and stimulating environment. Develop gross motor skills by moving their bodies. | Develop fine and gross motor skills. Object manipulation is a form of dexterity in which one or more people physically interact with one or more objects. Manipulation skills are linked to PE skills such as throwing, catching and hitting. | Children should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. |
| **Application Task** | Perform their sequence to the group  Intra-competition representing their house/team | Perform their sequence to the group  Intra-competition representing their house/team | Intra-competition representing their house/team | Compete in Sports day. |