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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 | Speed, Agility & Travel  Unit 1 |
| **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. | Explored a variety of rolling, sliding etc. Jumped using a variety of take offs/landings, use hands and feet in different combinations. Participated in a variety of small group co-operative activities. |
| **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. | Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare. |
| **Key Questions** | 1. What points and patch balance have you tried?  2. Why do we use a shape at the start and the end of a tory sequence?  3. When should you perform a linking movement? | 1. What is your favourite way to travel?  2. What does unison mean?  3. How can we perform animal actions at different levels? E.g. snake low, bird high | 1. Can you think of a sport in which you could use your baton skills?  2. Do you think you got better at rolling a hoop either for yourself to chase or to a partner?  3. What does ‘opposition’ mean when playing a game? | 1. How can we show the same movements fast and slow?  2. What different ways have you started and stopped in today’s lesson?  3. How did you try to prevent the player in the middle from getting the ball? |
| **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 move in different directions * I can keep my body safe in running games * I can jump in different directions * I can stop safely * I can move at slow and fast speeds * I can stop safely in different ways |
| **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. | Pause, prepare, freeze, high, low, switch, agility, music, beat. |
| **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. | Show special awareness when running. Listen to and respond to work cooperatively with their peers. Develop communication skills. |
| **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 | Intra-competition representing their house/team |