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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. |
| **Key Questions** | 1. Which objects could you send with most accuracy?  2. What did you find challenging about hopscotch?  3. What do we need to do to roll accurately? | 1. Describe a difference between a small and a tall shape.  2. Were there any ways in which it was harder to climb over/ on to e.g. feet first?  3. Which body parts did you balance on to make your bridges? | 1. Can you name the four suits of playing cards?  2. Why do we need to listen when working with others?  3. Did you have any disagreements when creating shapes? How did you work them out? | 1. How can you help yourself to balance?  2. Describe some ways you can travel.  3. How can you tell if someone is balancing?  4. What does a good, safe landing look like? |
| **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 |