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| **Physical Education**  **Core Curriculum**  **Class 1 (Nursery & Reception)**  **Summer Term** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Cooperate & Solve Problems  Unit 2 | Body Management  Unit 2 | Speed, Agility & Travel  Unit 2 | Sports Day Practise |
| **Prior Learning** | Organised and matched items, images, colours and symbols. Worked with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team. | Explored 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. | Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare. | 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** | Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex task. | Explore a variety of rolling, sliding etc. Jump using a variety of take offs/landings, use hands and feet in different combinations. Participate in a variety of small group cooperative activities. | Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats. | 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. |
| **Key Questions** | 1. In the scarf game as this is a cooperative game (meaning you are working together), how do you make it easier for your partner to catch? (throw higher)  2. What skills did you use during the obstacle course? | 1. What did your leg feel like when you pull your toes towards you, could you feel it stretch?  2. Can you name two types of jumps you learned today?  3. Why should we not have floppy arms and legs when jumping? | 1. Why is it important to know when it’s ‘our go’ when playing Rob the Nest?  2. Why do we swing our arms when we jump?  3. Which of these games do you think you could play with your friends? | 1. What is the difference between jogging a running?  2. Why is it important to stay in your lane on the track?  3. How can we make sure we land safely? |
| **Progression of Learning in lessons-Objectives covered** | * I can follow a trail with a partner * I can use teamwork to play parachute games * I can make jumping patterns * I can create movement patterns * I can lead a partner in tapping patterns * I can navigate obstacles | * I can perform rolls and transition into other movements * I can show some body control and hold shapes * I can perform different jumps * I can jump using different apparatus * I can travel across apparatus * I can work as part of a team | * I can move beanbags and balls * I can move in different ways * I can jump on, off and over with speed and control * I can perform circle dances * I can use strength to hold shapes * I can work in a team | * 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** | Switch, agility, den, hop, step, grip, trails, over, under, through, around. | Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments. | Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat. | Running, jogging, jump, throw, catch, competition, race, obstacles, sprint, relay. |
| **Personal Development** | Teaching young children cooperation skills means they can think about and balance their own needs and wants with another person's needs and wants. This helps them take part effectively in team games and problem-solving tasks. | Agility, balance and coordination. These are the foundations for all movement and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activity. | Teaching young children cooperation skills means they can think about and balance their own needs and wants with another person's needs and wants. This helps them take part effectively in team games and problem-solving tasks. | 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** | Intra-competition representing their house/team | Intra-competition representing their house/team | Intra-competition representing their house/team | Compete in Sports day. |