



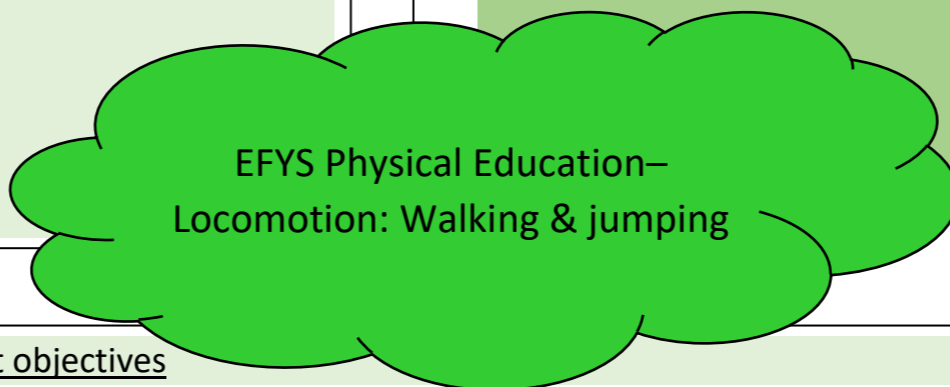
The Big Picture

In this unit, pupils will explore walking and jumping. This will support each child with their balance ability and provide children with better spatial awareness. These basic elements of travel are vital to a child's growth and development by helping them to move more efficiently. This includes head control, the use of large muscles, spatial awareness and speed.

What do we already know?

Knowledge Retrieval:

- To use balance and coordination to support their body weight from one leg to another.
- To know that your body needs to leave the air to jump.
- To know the difference between slow and fast.



NC objectives – EYFS

Understanding the world

3/4 year olds:

Match their developing skills to tasks and activities in the setting.

Reception:

Progress towards a more fluent style of moving, with developing control and grace.

Combine different movements with ease and fluency.

Know and talk about the different factors that support overall health and wellbeing: regular physical activity.

ELG: PD: Gross Motor Skills

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Negotiate space with consideration for themselves and others.

Key unit objectives

- To walk with a fast pace.
- To change direction when walking.
- To use the space when walking to avoid bumping into others.
- To show basic jumping and hopping.
- To explore marching.
- To explore jumping high.
- To explore hopping.

Key Questions

- Can they walk with fast pace?
- Can they change direction when walking?
- Do they use the space when walking?
- Can they march?
- Can they jump high?
- Can they hop?

Key vocabulary and understanding for concept connectors

Run – moving at a speed faster than a walk.

Walk – moving at a regular pace by lifting and setting down each foot in turn.

Warm up – a set of exercises which prepare the body for physical sports.

Cool down – to bring the body back to its normal level after physical activity.

Speed – the rate at which something moves.

Direction – a course along which someone or something moves.



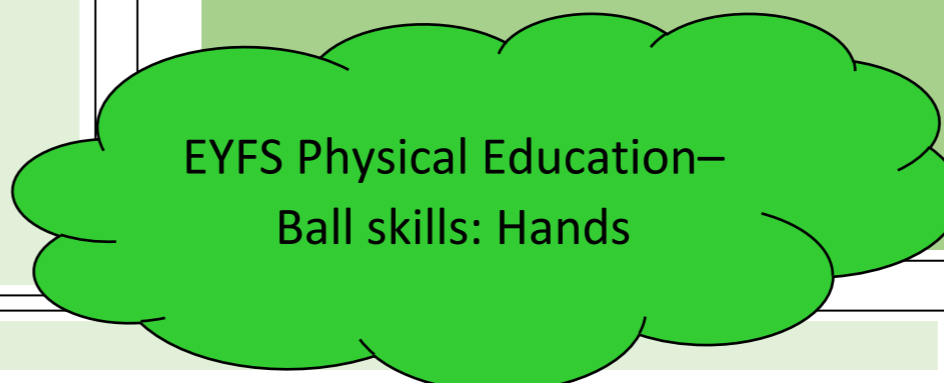
The Big Picture

In this unit, pupils will develop their throwing and catching skills. Not only do you need them in a lot of sports but practising throwing and catching also helps to improve hand-eye coordination. This then affects other areas of learning and development such as handwriting and reading skills. Throwing and catching also helps children to develop fine motor skills by controlling the small muscles in the hand and fingers which are needed for specific movement.

What do we already know?

Knowledge Retrieval:

- To know how to hold a ball.
- To recognise when a ball is nearby.
- To know that throwing a ball is getting rid of it.



NC objectives – EYFS

Understanding the world

3/4 year olds:

Continue to develop their movement and ball skills.
Show a preference for a dominant hand.

Reception:

Progress towards a more fluent style of moving, with developing control and grace.
Combine different movements with ease and fluency.
Know and talk about the different factors that support overall health and wellbeing: regular physical activity.
Develop overall body strength, balance, coordination and agility.

ELG: PD: Gross Motor Skills

Negotiate space with consideration for themselves and others.
Demonstrate strength, balance and coordination when playing.

Key unit objectives

- To explore pushing.
- To explore rolling.
- To explore bouncing.
- To explore bouncing into a space.
- To catch a large ball.
- To show control when pushing, patting, throwing or catching an object.
- To explore throwing underarm and overarm.
- To explore catching.

Key Questions

- Can they push a ball?
- Can they roll a ball?
- Can they bounce a ball?
- Can they bounce a ball into a space?
- Can they catch a large ball or object with two hands?
- Can they throw underarm?
- Can they throw overarm?

Key vocabulary and understanding for concept connectors

Bounce – to hit against a surface quickly.

Aim – to point or direct a target.

Rolling – moving by turning over.

Catch – to capture and hold something.

Throw – to send something through the air by a movement of the arm and hand.

Push – move forward by using force.



The Big Picture

Gymnastics helps children to develop an increasing understanding of all things physical, recognising activities and sports, and become more skilful by taking on new levels of challenge. This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence.

What do we already know?

Knowledge Retrieval:

- To stand up from a seated position on their own.
- To know which body parts to use to climb.

EYFS Physical Education –
Gymnastics: high, low, over &
under

NC objectives – EYFS

Understanding the world

3/4 year olds:

Go up steps and stairs, or climb up apparatus, using alternate feet.

Match their developing physical skills to tasks and activities in the setting.

Collaborate with others to manage large items.

Reception:

Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and climbing.

Develop overall body strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical education sessions. Develop overall body strength, balance, coordination and agility.

Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.

ELG: PD: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically.

Key unit objectives

- To rise to feet without using hands.
- To squat with steadiness to rest or play with an object on the ground.
- To climb confidently onto equipment.
- To mount stairs, steps or climbing equipment using alternate feet.
- To stand on one foot.
- To jump off an object and land appropriately.
- To travel safely around, under and over balancing and climbing equipment.

Key Questions

- Can they make their body tense, relaxed, curled and stretched?
- Can they control their body when travelling?
- Can they control their body when balancing?
- Can they climb safely?
- Can they curl and stretch in different ways?
- Can they copy sequences and repeat them?

Key vocabulary and understanding for concept connectors

Land – the completion of a jump.

Stand – staying in the upright position using our feet.

Climb – go up an object or area.

Balance – holding a position steady.

Squat – crouching or sitting with knees bent.

Jump – push oneself off a surface and into the air using muscles from legs and feet.



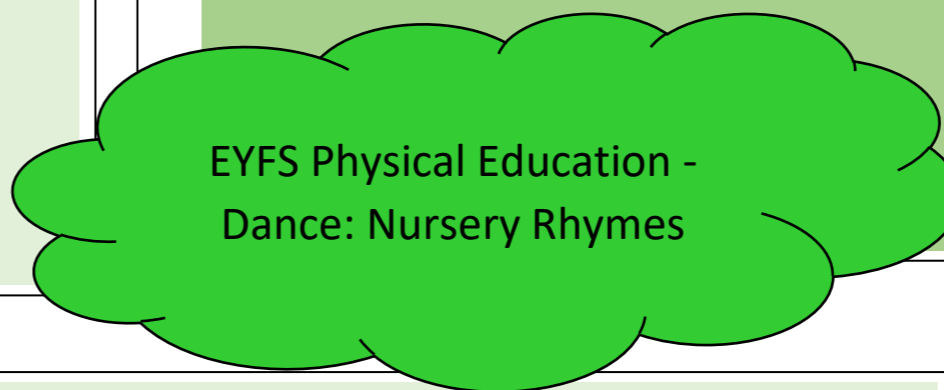
The Big Picture

This unit teaches children all about Dance. Dance helps children to improve their skill-related (including agility, balance and coordination) and the health-related fitness (including cardiovascular endurance, flexibility and muscular strength). It also helps children to explore character movements and use expression.

What do we already know?

Knowledge Retrieval:

- To recognise nursery rhymes.
- To recognise music.
- To know that copying is repeating actions or movements.



NC objectives – EYFS

Understanding the world

3/4 year olds:

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.

Reception:

Progress towards a more fluent style of moving, with developing control and grace.

Develop overall body strength, balance, coordination and agility needed to engage successfully with future physical education sessions.

Develop overall body strength, balance, coordination and agility.

ELG: PD: Gross Motor Skills

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Demonstrate strength, balance and coordination when playing.

Negotiate space with consideration for themselves and others.

Key unit objectives

- To move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding and hopping.
- To experiment with different ways of moving.
- To move in sequence.
- To copy a series of actions.
- To respond in movements to words and music.
- To explore character movements.

Key Questions

- Can they choose a specific movement to travel?
- Can they model a different movement?
- Can they move in sequence?
- Can they copy a series of actions?
- Do they dance along to music and words?

Key vocabulary and understanding for concept connectors

Slither – to slide on a surface.

Shuffle – walk by dragging feet along the ground.

Roll – move in a direction by turning over and over.

Crawl – move forward on the hands and knees by dragging the body close to the ground.

Walk – move at a base by swapping each foot on the ground.

Run – move at a speed faster than a walk.

Jump – push oneself off a surface and into the air using muscles from legs and feet.

Slide – move smoothly along a surface while keeping contact with it.



The Big Picture

In this unit, pupils are taught ball skills and manipulation of the ball using their feet. Not only does it encourage an active lifestyle, it also helps the children to develop crucial communication skills and stimulate social skills. In addition, it develops fundamental movement skills whilst also improving their team skills which in time, helps them to be a part of an effective team.

What do we already know?

Knowledge Retrieval:

- To recognise a ball.
- To know that to kick we swing our dominant leg.

NC objectives – EYFS

Understanding the world

3/4 year olds:

Continue to develop their movement, balancing, riding and ball skills.

Reception:

Progress towards a more fluent style of moving, with developing control and grace.

Develop overall body strength, balance, coordination and agility needed to engage successfully with future physical education sessions.

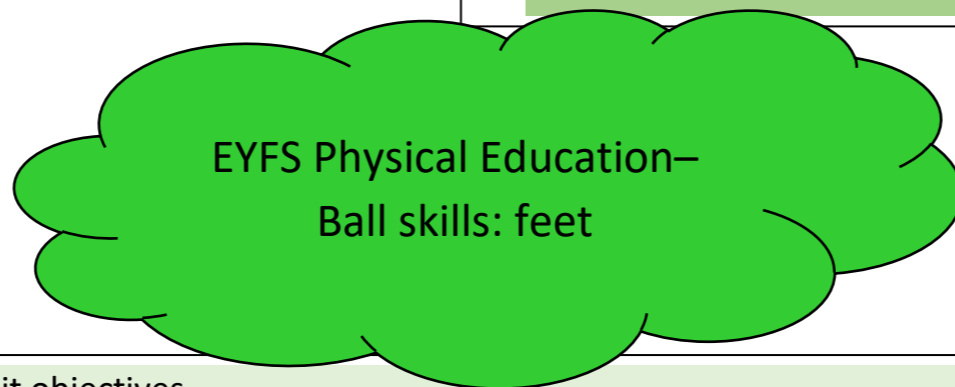
Combine different movements with ease and fluency.

ELG: PD: Gross Motor Skills

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Demonstrate strength, balance and coordination when playing.

Negotiate space with consideration for themselves and others.



Key unit objectives

- To explore moving with a ball using our feet.
- To understand dribbling.
- To kick a large ball.
- To show control when kicking a ball.
- To begin to dribble against an opponent.

Key Questions

- Can they move a ball with their feet?
- Can they kick a large ball?
- Can they begin to dribble?
- Are they beginning to control the ball when dribbling?

Key vocabulary and understanding for concept connectors

Dribbling – controlling and travelling with a ball.

Kick – the act of propelling a ball by striking it with the foot.

Pass – sending an object to a member of the same team to keep possession of it.

Obstacles – a thing that blocks someone's way.



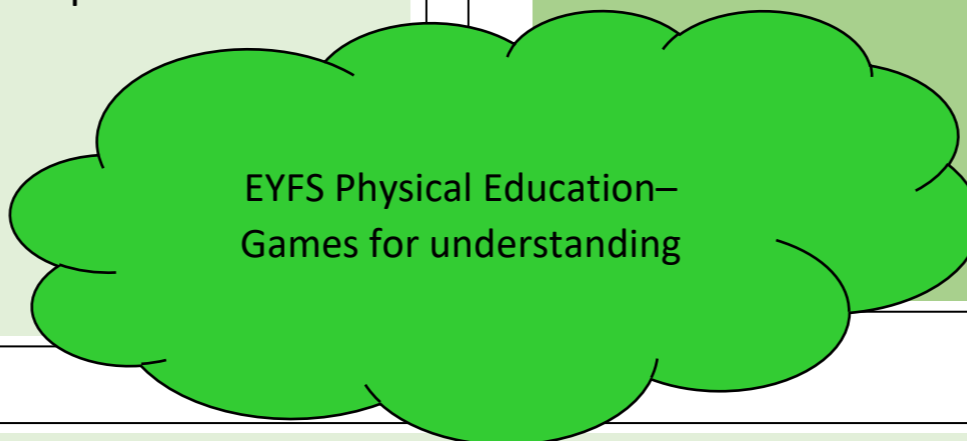
The Big Picture

In this unit, pupils are able to develop an overall sense of the sport, then, take a problem-solving approach to mastering skills. When they understand why each skill is important, children can apply the skills effectively during game play. This unit is vital for cognitive thinking during competitive play as it allows children to improve decision making skills and helps children to continue to develop teamwork further.

What do we already know?

Knowledge Retrieval:

- To know why we take turns.
- To recognise a space.
- To know that running is a faster pace than walking.



EYFS Physical Education –
Games for understanding

NC objectives – EYFS

Understanding the world

3/4 year olds:

Start taking part in some group activities which they make up for themselves, or in teams.

Match their developing physical skills to tasks and activities in the setting.

Choose the right resources to carry out their own plan.

Reception:

Revise and refine the fundamental movement skills they have already acquired.

Develop overall body strength, balance, coordination and agility.

Combine different movements with ease and fluency.

ELG: PD: Gross Motor Skills

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Demonstrate strength, balance and coordination when playing.

Negotiate space with consideration for themselves and others.

Key unit objectives

- To take turns.
- To begin to keep score.
- To negotiate space successfully in racing and chasing games with others.
- To run skilfully and negotiate space successfully.
- To adjust speed or change direction avoid obstacles.
- To avoid a defender.

Key Questions

- Do they take it in turns when playing a game?
- Can they keep score of a game?
- Do they find space when racing and chasing in a game?
- Can they change their speed or direction?
- Do they avoid obstacles?
- Can they get away from a defender?

Key vocabulary and understanding for concept connectors

Rules – what is allowed or not allowed during a game.

Obstacles – a thing that blocks someone's way.

Speed – the rate at which something moves.

Direction – a course along which someone or something moves.

Space – an area which is free.

Race – a competition between people to see who can complete the activity the quickest.

Chase – follow a person or object and try to catch up with it.