

Introduction to P.E: Unit 2 in Reception – Autumn 1

National Curriculum Objectives		Overview of skills	Physical Skills
<p><u>Early Learning Goals:</u></p> <p><u>Moving and Handling:</u> Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and Self-care:</u> Children know the importance for good health of physical exercise, a healthy diet and talk aboutthe ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.</p>	<p><u>Safe Space</u> Space away from other children and objects.</p> <p><u>Movements</u> Use a range of movements to travel, e.g run, skip, jump, gallop, side step</p> <p><u>Balance</u> Stop with control by bending knees and putting weight onto heels.</p> <p><u>Jumping</u> Begin to explore take-off and landing safely on two feet.</p> <p><u>Hopping</u> Take off on one foot and land on the same foot.</p>
Physical	Moving safely, running, jumping, throwing, catching, following a path, rolling		
Social	Sharing, taking turns, leadership, encouraging and supporting others, responsibility		
Emotional	Perseverance, confidence, honesty and fair play		
Thinking	Decision making, selecting and applying actions, understanding and using rules		
<p>Vocabulary – follow, team, space, travel, share, safely, path, listen</p>			

Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Rolling



Key Skills: S.E.T

- Social: Sharing and taking turns
- Social: Encouraging and supporting others
- Social: Responsibility
- Emotional: Honesty and fair play
- Emotional: Confidence
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding and using rules

Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.
- Jump:** Take off and land with two feet.
- Hop:** Take off on one foot and land on the same foot.

Where this unit sits

Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
- Physical: I can move confidently in a range of ways.
- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1 Team Building

- I can communicate simple instructions.
- I can follow a simple diagram/map.
- I can follow instructions.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- | | | | | |
|-------------|----------|----------|---------|----------|
| EYFS | • Follow | • Team | • Space | • Travel |
| | • Share | • Safely | • Path | • Listen |

Activities that this unit progresses into:

Team Games
Team Building
OAA



Fundamental Movements: Unit 2 in Reception – Autumn 2

National Curriculum Objectives		Overview of skills	Physical Skills
<p><u>Early Learning Goals:</u></p> <p><u>Moving and Handling:</u> Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Health and Self-care:</u> Children know the importance for good health of physical exercise, a healthy diet and talk aboutthe ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		<p>Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p><u>Running</u> Explore running and stopping. Explore changing direction safely.</p> <p><u>Balance</u> Explore balancing whilst stationary and on the move.</p> <p><u>Jumping</u> Begin to explore take-off and landing safely.</p> <p><u>Hopping</u> Explore hopping on both feet.</p> <p><u>Skipping</u> Explore skipping as a travelling action.</p>
Physical	Balancing, running, jumping, changing direction, hopping, traveling		
Social	Working safely, responsibility, helping others		
Emotional	Honesty, challenging myself, determination		
Thinking	Decision making, selecting and applying actions, using tactics		
Vocabulary – run, safely, space, jump, hop, direction, stop listen, balance, skip			

Key Skills: Physical

- Hopping
- Galloping
- Skipping
- Sliding
- Jumping
- Changing direction
- Balancing
- Running



Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Working with others
- Emotional: Managing emotions
- Emotional: Challenging myself
- Thinking: Selecting and applying actions

Where this unit sits

Assessment Criteria

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- Physical: I can safely negotiate space.
- Physical: I can show good control and co-ordination in small and large movements.
- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1 Fundamentals

- I can change direction.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can select my own actions in response to a task.
- I can show hopping and jumping movements.
- I can work co-operatively with others to complete tasks.

Teacher Glossary

- **Gallop:** To gallop, step forward with a lead leg followed by the trail leg stepping just behind. With a little jump the lead leg moves again.
- **Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
- **Jump:** Take off and land on two feet.
- **Hop:** Take off on one foot and land on the same foot.
- **Safe space:** Space away from other people and objects.
- **Travelling action:** Run, hop, jump, side step, skip, gallop etc.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- EYFS**
- Run
 - Safely
 - Space
 - Balance
 - Hop
 - Direction
 - Stop
 - Skip
 - Jump



Activities that this unit progresses into:

All KS1 activities

Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rock and roll
- Barrel roll
- Straight roll
- Progressions of a forward roll
- Travelling



Key Skills: S.E.T

- Social: Leadership
- Social: Taking turns
- Social: Helping others
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Slide, hop, jump, side step, skip, gallop etc.

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Where this unit sits Assessment Criteria

EYFS Early Learning Goals

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- Physical: I can talk about ways to keep healthy and safe.
- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1 Gymnastics

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

EYFS • Copy • Travel • Space • Shape • Rock
• Over • Around • Through • Roll

Activities that this unit progresses into:

Gymnastics



Key Skills: Physical

- Travelling
- Copying and performing actions
- Balance
- Co-ordination



Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

Teacher Glossary

Counts: A performer uses counts of 8 to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Direction: Forwards, backwards, sideways

Where this unit sits

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- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
- Emotional: I am confident to try new activities.
- Emotional: I ask for help if needed.
- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1 Dance

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I recognise changes in my body when I do exercise.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

EYFS ● Move ● Space ● Safely ● Shape ● Copy
● Around ● Sideways ● Forwards ● Backwards

Activities that this unit progresses into:

Dance



Key Skills: Physical

- Rolling a ball
- Tracking a ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



Key Skills: S.E.T

- Social: Co-operation
- Social: Sharing and taking turns
- Emotional: Determination
- Thinking: Using tactics
- Thinking: Decision making

Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Track:** To track is to move your body to get in line with a ball that is coming towards you.

Where this unit sits

Assessment Criteria

EYFS Early Learning Goals

- Physical: I can handle equipment effectively.
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- Physical: I know the importance for good health and physical exercise.
- Social: I am sensitive to others' feelings.
- Social: I play co-operatively, taking turns.
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- Thinking: I can talk about my own ideas and use them in response to a task.
- Thinking: I understand and follow rules.

Year 1 Ball Skills

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can recognise changes in my body when I do exercise.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

EYFS • Roll • Team • Space • Kick • Bounce
• Throw • Safely • Stop • Listen

Activities that this unit progresses into:

Ball Skills
Striking and fielding
Invasion
Target Games
Net and wall
Sending and receiving



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Get Set 4 P.E.

Knowledge Organiser: Games: Unit 2 EYFS

Topic: Around the world

Key Skills: Physical

- Running
- Changing direction
- Striking a ball



Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty
- Emotional: Managing emotions
- Emotional: Perseverance
- Thinking: Using tactics

Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Run, hop, jump, side step, skip, gallop etc.

Dodge: Change direction quickly, often used to lose a defender or avoid being caught.

Opponent: Someone not on your team.

Co-ordination: Moving two or more body parts at the same time.

Where this unit sits Assessment Criteria

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Year 1

Assessment Criteria for
Invasion
Net and wall
Target Games
Striking and fielding

Key Vocabulary:

Encourage pupils to use this language in your lessons.

EYFS

- Run
- Safely
- Space
- Catch
- Rules
- Team
- Stop
- Tag
- Score

Activities that this unit progresses into:

Invasion
Net and wall
Target Games
Striking and fielding

