**Year EYFS P.E. Curriculum – Autumn Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Introduction to PE**  To move safely and sensibly in a space with consideration of others.  To develop moving safely and stopping with control.  To use equipment safely and responsibly.  To use different travelling actions whilst following a path.  To work with others co-operatively and play as a group.  To follow, copy and lead a partner. | | **Keyword** | Definition | Equipment | What you use to help with sport | |  |
| safe | Know how to do something without hurting yourself or someone else |  |  | |
| space | There is no one near you and enough room |  |  | |
| Co-operate | Working together |  |  | |
| lead | Show someone what to do |  |  | |
| control | You are not flinging around everywhere |  |  | |
| **Prior Learning:** | | | | **Future Learning:**  **Fundamentals**  To explore balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To explore changing direction and dodging.  To explore jumping, hopping and skipping actions.  To explore co-ordination and combination jumps. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To move safely and sensibly in a space with consideration of others. | Social: To share equipment with others.  Emotional: To make independent choices whilst playing games.  Thinking: To choose my own method of travelling around the space. | | | | | •Change direction to avoid others.  •Look for space away from others. | |
| To develop moving safely and stopping with control | Social: To communicate with others when playing games.  Emotional: To continue to practise even if the skills are new and challenging to me.  Thinking: To listen and follow instructions. | | | | | •Stop in a balanced position on your feet.  •Take small steps to help you to stop. | |
| To use equipment safely and responsibly | Social: To show an awareness of others when working in a space.  Emotional: To show confidence to try new challenges and persevere if I find them difficult.  Thinking: To reflect on my own learning, identifying what I found challenging. | | | | | •Listen to the instructions carefully.  •Put the equipment down before freezing. | |
| To use different travelling actions whilst following a path | Social: To work sensibly, leaving a gap when following a path between myself and the next person.  Emotional: To make independent choices.  Thinking: To select actions to travel along the path. | | | | | •Keep a gap between you and the person in front of you.  •Look in the direction you are moving. | |
| To work with others co-operatively and play as a group | Social: To work co-operatively with others, sharing equipment and completing the tasks.  Emotional: To show confidence to take part in new challenges.  Thinking: To listen to and follow instructions. | | | | | •Listen to the instructions carefully.  •Work together to complete the task. | |
| To follow, copy, and lead a partner | Social: To lead a partner safely around the space.  Emotional: To make independent choices in response to a task.  Thinking: To use decision making to choose the best route to take. | | | | | •Move at a steady speed so that your partner can stay with you.  •Watch where your partner is going. | |