**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. |