**EYFS P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Dance**  To explore different body parts and how they move.  To explore different body parts and how they move and remember and repeat actions.  To express and communicate ideas through movement exploring directions and levels.  To create movements and adapt and perform simple dance patterns.  To copy and repeat actions showing confidence and imagination.  To move with control and co-ordination, linking, copying and repeating actions. | | **Keyword** | Definition | action | How you body is moving | |  |
| Body parts | Parts of our body like hands, feet, legs and arms |  |  | |
| Movements | How you can move around |  |  | |
| Direction | Which way you want to move |  |  | |
| Pattern | Doing the same thing again a few times |  |  | |
| repeat | Perform an action again |  |  | |
| **Prior Learning:** | | | | **Future Learning:**    **Dance**  To use counts of 8 to move in time  To explore pathways in dance.  To create dance using, actions, pathways and counts.  To explore speeds and actions in dance.  To copy, remember and repeat actions that represent the theme | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To explore different parts of the body and how they move | Social: To show an awareness of space, themselves and others.  Emotional: To work independently.  Thinking: To choose my own actions in response to a task. | | | | | •Think about how each body part can move. | |
| To explore different body parts and how they move and remember and repeat the actions | Social: To show respect by sitting quietly when watching others perform.  Emotional: To be confident to share my work.  Thinking: To explore and choose my own actions in response to a task. | | | | | •Count to 8 to help you to stay in time.  •Do your movements to the beat. | |
| To express and communicate ideas through movement exploring directions and levels | Social: To move safely around others.  Emotional: To show confidence to share ideas.  Thinking: To remember actions and perform them to music. | | | | | •Use high, medium and low levels in your dance to help to make it look more interesting. | |
| To create movements and adapt and perform simple dance patterns | Social: To listen to other peoples creative input.  Emotional: To be confident to share my ideas.  Thinking: To offer feedback on the dances I watch. | | | | | •Do your movements to the beat.  •Watch others to help you to remember the order of the actions. | |
| To copy and repeat actions showing confidence and imagination | Social: To show respect for others when watching them perform.  Emotional: To show confidence to share my ideas.  Thinking: To provide feedback on what I liked about a performance. | | | | | •Do your movements to the beat.  •Use big, clear movements to help to tell the story. | |
| To move with control and co-ordination, linking, copying and repeating actions | Social: To work sensibly, leaving a gap when following a path between myself and the next person.  Emotional: To show confidence to perform.  Thinking: To remember a number of actions and repeat them. | | | | | •Count to 8 to help you to stay in time.  •Watch others to help you to remember the order of the actions. | |