**EYFS P.E. Curriculum – Spring Term 1**

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| **Theme: Rainforest Animals** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| To copy and create shapes with your body.  To be able to create shapes whilst on apparatus.  To develop balancing and taking weight on different body parts.  To develop jumping and landing safely.  To develop rocking and rolling.  To copy and create short sequences by linking actions together. | | **Keyword** | Definition | Balance | Remain upright and steady | | **Geography** –  **PSHE** –  Staying safe  **History –**  **English** –  **Science –**  Maths - shapes |
| Tuck shape | Straight back, toes pointed, legs together not crossed. | Squeeze | Firmly press or make yourself small | |
| Star shape | Legs and arms extended. | Bend | Crouch down or bring your arms towards you | |
| Straight shape | Legs together, hands apart, legs and arms straight. | Roll | To turn over | |
| Pike Shape | Back straight, legs and arms extended and together. | Rock | To move backwards and forwards | |
| Straddle Shape | Straight legs and straight backs. | Apparatus | Equipment used for gymnastics | |
| **Prior Learning:**  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 | | | | **Future Learning:**    To explore travelling movements.  To develop quality when performing and linking shapes.  To develop stability and control when performing balances.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To link gymnastic actions to create a sequence. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To copy and create shapes with your body. | Social: To move safely with and around others.  Emotional: To show determination to hold my balance.  Thinking: To know that if I hold a shape and count to five people will see it clearly. | | | | | Sit up tall in a tuck shape.  Squeeze your muscles to help to keep your shape.  Straighten arms and legs when holding straight and star shapes. | |
| To be able to create shapes whilst on apparatus | Social: To take turns with my group ensuring everyone is safe.  Emotional: To confidently use apparatus.  Thinking: To think of my own actions to perform on apparatus. | | | | | Squeeze your muscles to help to keep your shape.  Straighten arms and legs when holding straight and star shapes | |
| To develop balancing and taking weight on different body parts. | Social: To work safely with and around others.  Emotional: To try new and challenging tasks.  Thinking: To understand and follow instructions. | | | | | Squeeze your muscles to help you to stay balanced. | |
| To develop jumping and landing safely | Social: To move safely around space.  Emotional: To be confident to show my jumping actions.  Thinking: To create a short sequence using different actions. | | | | | Bend your knees when you land.  •Keep your chest up. | |
| To develop rocking and rolling | Social: To share a mat and wait to take my turn.  Emotional: To be confident to share my ideas.  Thinking: To know which shapes help me to roll. | | | | | Squeeze your muscles to help to keep your shape.  •Stay in your shape during your roll | |
| To copy and create short sequences by linking actions together | Social: To share equipment.  Emotional: To be confident when using equipment.  Thinking: To think of my own way to travel around, over and through equipment. | | | | | Travel over, around and along apparatus.  •Use rolls, balances, jumps and shapes. | |