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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Games  To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. | | **Keyword** | Definition |  |  | | PSHE - Teamwork, collaboration  Maths – Counting to 10 |
| tagging | Tap the other person so they are on |  |  | |
| score | Earn a point |  |  | |
| rules | What you must do to be fair |  |  | |
| Co-operative | Work together |  |  | |
| roles | What your job is in the game |  |  | |
| **Prior Learning:** | | | | **Future Learning:**    Target Games  To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To work safely and develop running and stopping | Social: To make decisions about where to move to keep myself and others safe.  Emotional: To be confident to share my ideas.  Thinking: To explain the changes that happen to my body as I exercise. | | | | | Take small steps to help you to stop.  Travel in your own safe space. | |
| To develop throwing and learn how to keep score | Social: To communicate with my partner to keep the score.  Emotional: To be honest in the games I play.  Thinking: To understand how to score | | | | | Finish with your hand pointing at your target.  Help each other to add your points together. | |
| To play games showing an understanding of the different roles within it | Social: To play safely with and around others.  Emotional: To play games honestly.  Thinking: To understand what my role is in the game. | | | | | Change direction to avoid others.  Listen carefully to the rules of each game | |
| To follow instructions and move safely when playing tagging games | Social: To move safely around others.  Emotional: To show honesty when playing tagging games.  Thinking: To understand the rules of the game. | | | | | Change direction to avoid others.  •Tag someone by gently touching them on the arm or back. | |
| To work co-operatively and learn to take turns | Social: To work co-operatively as a team and take turns.  Emotional: To try my best.  Thinking: To make decisions about the best route to take. | | | | | Once you have had your turn move to the back of the line.  You must tag the next person in your team before they can go. | |
| To work with others to play team games | Social: To support and encourage others in my group.  Emotional: To understand that sometimes you win and sometimes you lose and begin to cope with this.  Thinking: To understand the rules of the game. | | | | | Clap the other team at the end.  Encourage your teammates.  Listen carefully to the rules of each game. | |