



EYFS Nursery PE Medium Term Plan

	Autumn	Spring	Summer
Unit of Work	Gymnastics	Dance	Games
Techniques	Fundamental movement	Manipulation skills	Skill development Applying skills
Vocabulary	Stretch, Balance, Zig-zag, Travelling, Rolls - teddy bear, log roll, Climbing, Repeat, Sequence, Space, Perform, Speed, Sequence Shape Knife, fork, space, hand, favourite, team, heavy, movement.	Movement, Pattern, Rhythm, Steps, Stimuli Travel and stillness - gallop, skip, stand, hop, bounce, spring, turn, spin, freeze, statue, one leg. Direction - movement, forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Co-ordination, Copy, sequence, pattern, rhythm, match, independent, grip, control	Running, Jumping, Skipping, Direction, Forwards, Backwards, Sideways Throwing, Bounce, Pass, Control, Position, Space, Opposite team, Co-ordination, Participate, Team, Healthy Choice, Resources, Rules,
I will know ...	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can use large-muscle movements</p> <p>I can choose the right resources to carry out my own plan.</p> <p>I can develop my movement and balancing</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can continue to develop my movement and balancing</p> <p>I am increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>I can be increasingly independent in meeting my own care needs and how to keep my body healthy</p>	<p>I can show a preference for a dominant hand</p> <p>I can continue to develop my ball skills</p> <p>I can start taking part in some group activities which they make up for themselves, or in teams.</p> <p>I can make healthy choices about food, drink, activity and tooth brushing.</p> <p>I can select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>I can increasingly follow rules understanding why they are important.</p> <p>I do not always need an adult to remind them of a rule</p>

	I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.		
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