

**EYFS Reception PE Medium Term Plan**

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|  | **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, rolling, running, crawling, hopping, walking skipping, jumping, climbing, Repeat, Sequence, Space, Perform, Speed, Sequence, Shape, space, hand, favourite, team, heavy, movement, safe, body strength , balance, coordination | 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, listen, fluent, posture, accurate, talk, | Running, Jumping, Skipping, Direction, Forwards, Backwards, Sideways Throwing, Bounce, Pass, Control, Position, Space, Opposite team, Co-ordination, Participate, Team, Healthy Choice, Resources, Rules, batting, aiming, kicking, Balance, Coordination, Agility, Safe, Space, Obstacles, Strength, Balance, Energy, Skip, Hop, Run, Jump, Climb, Accurate. |
| **I will know …** | I can revise and refine the fundamental movement skills I have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing  I can develop overall body-strength, balance and coordination  I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  I can know and talk about the different factors that support their overall health and wellbeing:  - regular physical activity  - healthy eating  - tooth brushing  - sensible amounts of ‘screen time’  - having a good sleep routine  - being a safe pedestrian | I can progress towards a more fluent style of moving, with developing control and grace.  I can use their core muscle strength to achieve a good posture when sitting on the floor.  .  I can combine different movements with ease and fluency.  I can listen attentively, move to and talk about music, expressing their feelings and responses.  I can return to and build on their previous learning, refining ideas and developing their ability to represent them  I can create collaboratively, sharing ideas, resources and skills.  I can explore and engage in music making and dance, performing solo or in groups.  I can watch and talk about dance and performance art, expressing their feelings and responses | I can develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines  I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  I can negotiate space and obstacles safely, with consideration for themselves and others.  I can demonstrate strength, balance and coordination when playing.  I can move energetically, such as running, jumping, hopping, skipping and climbing  I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball |