

Medium Term Plan: Supporting Implementation of

Subject: EYFS – Autumn 1 - Introduction to PE: Unit 2

In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.

Development Matters links:

- Develop overall body strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

Key skills:

- Physical: run, jump, throw, catch, roll, skip
- Social: work safely, co-operation, support others, communication
- Emotional: honesty, confidence, perseverance, determination
- Thinking: comprehension, making decisions, creativity

Long-term Learning (what pupils MUST know and remember) End Goals

Games

- To make independent choices.
- To negotiate space safely with consideration for myself and others.
- To follow instructions involving several ideas or actions.
- To play co-operatively and take turns with others.
- To understand the rules and can explain why it is important to follow them.
- To use movement skills with developing balance and co-ordination.

Key Vocabulary

Catch, direction, partner, score, space, stop, path, rules, safely

Session 1 – Theme: people who help us
To move around safely in space.

Success Criteria

- Change direction to avoid others.
- Look for space away from others.

Whole Child Objectives

- Social: To show an awareness of others when playing to keep myself and others safe.
- Emotional: To show honesty when playing.
- Thinking: To understand the rules and use them to play games.

Vocabulary:

Direction, space, stop, rules

Session 2 – Theme: friends and family
To follow instructions and stop safely.

Success Criteria:

- Stop in a balanced position on your feet.
- Use small steps to help you to stop

Whole Child Objectives:

- Social: To work co-operatively with others.

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- Emotional: To show honesty when playing.
- Thinking: To use decision making to keep myself and others safe.

Vocabulary:

Catch, partner, space, stop, safely

Session 3 – Theme: houses and homes

To stop safely and develop control when using equipment.

Success Criteria:

- Keep the ball close to you.
- Put the ball down and rest your foot on top of it

Whole Child Objectives:

- Social: To use equipment safely and responsibly.
- Emotional: To show confidence to try new challenges and persevere if I find them difficult.
- Thinking: To create my own skill using a ball.

Vocabulary:

catch, space, stop, safely

Session 4 – Theme: morning time

To follow instructions and play safely as a group.

Success Criteria:

- Look in the direction that you are travelling in.
- Take turns with your team.

Whole Child Objectives:

- Social: To move around showing an awareness of others.
- Emotional: To show honesty and admit when I get caught.
- Thinking: To understand the rules of the game and use them to try not to get caught.

Vocabulary

Catch, direction space, rules

Session 5 – Theme: at the shops

To follow a path and take turns.

Success Criteria:

- Listen carefully to the rules and instructions.
- Look for others and change direction to avoid bumping into them.

Whole Child Objectives:

- Social: To encourage others to do their best and take turns as a group.
- Emotional: To try my best.
- Thinking: To make decisions about where to move to keep myself and others safe.

Vocabulary

Direction, space, stop, rules

Session 6 – Theme: dinner time

To work co-operatively with a partner.

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Success Criteria:

- If your partner is looking at you, you can send them the ball.
- Share equipment with your partner and take turns.

Whole Child Objectives:

- Social: To communicate with a partner to decide which hoops to score points in.
- Emotional: To try hard to beat my previous score.
- Thinking: To choose my own method to travel and to understand how to score.

Vocabulary

Partner, score, rules

Future learning this content supports:

This unit will support future games throughout KS1 and KS2 that include working cooperatively and working towards a goal. It will also support them throughout their next topic (fundamental skills) helping them to transfer some key skills across. Pupils will have improved their balance, ability to change direction, become faster, ability to move for longer and move different body parts at the same time, which will be used and improved throughout KS1 and KS2.