

Question:

Can I use different actions to help me move?
What do they do to my body during exercise?

National Curriculum Link

Foundation - Movement

Knowledge, Skills and Understanding

- To move with confidence and in time with the music
- To move using a slithering motion, in response to words, pictures and music
- To negotiate an appropriate pathway when moving as a group
- To respond to the music, changing direction when prompted
- To move with clear body actions
- To be aware of others when moving and changing direction
- To move on a low level
- To balance on and travel along equipment
- To listen and respond to stories and music

Challenge

- Can they move spontaneously, showing some control and coordination?
- Can they move with confidence in a variety of ways, showing some awareness of space?
- Can they match movements to music?

Resources <ul style="list-style-type: none"> • Cones • Balls • Ribbons • Hurdles • Ladders • Tunnels • Benches • Apparatus 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting on Awareness of space
	WOW Experience Trip to IT emersion room for Olympic and movement slideshow.
Cross Curricular Links PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music.	

Question:

What happens to my movements during music?
Can I time them to music?

National Curriculum Link

Foundation – Movement, At the park

Knowledge, Skills and Understanding

- To experiment with different ways of moving – climbing and sliding actions
- To move backwards and forwards
- To learn to work with a partner
- To move in different directions
- To make dance movements in response to music, pictures and props
- To use space appropriately when moving with a ribbon

Challenge

- Can they recognise the changes that happen to her/his body when s/he is active?
- Can they match movements to music?

Resources <ul style="list-style-type: none"> • Cones • Tunnels • Benches • Apparatus • Music Player • LCP FDN CD 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting on Awareness of space
	WOW Experience Perform dance in groups for classmates to critique. Film dance to be displayed on website.
Cross Curricular Links PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music. Science – Thinking about the heart and what happens to it during exercise. Language – Using appropriate dance language, e.g. motif/phrase etc.	

Question:

How do we find a space?

How do we find a space during a game? Why is it important to recognise space?

National Curriculum Link

Foundation – Movement, Sense of space

Knowledge, Skills and Understanding

- To be aware of space in relation to themselves and others
- To work collaboratively with others
- To work individually and as a group, showing awareness of equipment and space available
- To show increasing control over the equipment and awareness of space available
- To be aware of space and work collaboratively
- To show awareness of space, of equipment, of themselves and of others

Challenge

- Can they use small and large equipment, showing a range of basic skills?
- Can they recognise the importance of keeping healthy and those things which contribute to this?

Resources <ul style="list-style-type: none"> • Cones • Tunnels • Benches • Apparatus • Music Player • LCP FDN CD • Parachute 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting on Awareness of space
	WOW Experience Spend last lesson of term playing , individual, team and class based games designed to increase the awareness of teamwork.
Cross Curricular Links PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music. Responding to rhythm. Science – Thinking about the heart and what happens to it during exercise. Language – Using appropriate dance language, e.g.	

Question:

Does using apparatus make my movement any different?
Easier? Harder? More skill? Less skill?

National Curriculum Link

Foundation – Movement, Using equipment

Knowledge, Skills and Understanding

- To travel over and through large equipment in a range of ways, for example, crawling, sliding, jumping, rolling, hopping.
- To take turns on the apparatus.
- To show some control and coordination when using small equipment.
- To show increasing control in using small equipment .
- To push, throw, catch or kick a ball successfully.
- To show increasing control in using a range of small equipment.
- To use increasing control over an object by balancing, rolling and throwing it.
- To retrieve, collect and catch objects.
- To keep control of their body when using equipment.
- To show control when crawling, climbing and sliding on large equipment.
- To travel around, under, over and through balancing and climbing equipment.

Challenge

- Can they work as part of a group, taking turns and sharing fairly?
- Can they show appropriate control in large and small scale movements?

Resources <ul style="list-style-type: none"> • Cones • Tunnels • Benches • Apparatus • Parachute • Hoops • Hurdles • Ladders 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting in patterns Awareness of space and shape
	WOW Experience Last session of term to be spent using a wide variety of equipment in KS1&2 halls.
Cross Curricular Links PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music. Responding to rhythm. Science – Thinking about the heart and what happens to it during exercise. Language – Using appropriate gym language, e.g. rolling, pattern, sequence etc	

Question:

How can we use skills during high, medium and low movements?

National Curriculum Link

Foundation – Movement, We're going on a bear hunt

Knowledge, Skills and Understanding

- To move with confidence and in time with the music
- To move using a slithering motion, in response to words, pictures and music
- To negotiate an appropriate pathway when moving as a group
- To respond to the music, changing direction when prompted
- To move with clear body actions
- To be aware of others when moving and changing direction
- To move on a low level
- To balance on and travel along equipment
- To listen and respond to stories and music

Challenge

- Can they move spontaneously, showing some control and coordination?
- Can they move with confidence in a variety of ways, showing some awareness of space?
- Can they match movements to music?

Resources <ul style="list-style-type: none"> • Music player & CD • Tunnels • Benches • Apparatus • Parachute • Hoops 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting in patterns Awareness of space and shape
	WOW Experience Trip to IT emersion room bear hunt story!
Cross Curricular Links PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music. Responding to rhythm.	

Multi-skills

Soft play

Games