

<b>Question:</b> Can I use different actions to help me move? What do they do to my body during exercise?	
<b>National Curriculum Link</b> <b>Foundation – Movement (Multi Skills)</b> <b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	
<b>Vocabulary Focus – highlighted in yellow</b>	
<b>Current Skills - Early Learning Goal Skills up to 60+months of age</b>	<b>Future Skills – Y1</b>
<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>Can travel in a variety of ways including running and jumping.</li> <li>Beginning to perform a range of throws.</li> <li>Receives a ball with basic control</li> <li>Beginning to develop hand-eye coordination</li> <li>Participates in simple games</li> </ul>

<b>Knowledge, Skills and Understanding</b> <ul style="list-style-type: none"> <li>To move with confidence and in time with the music</li> <li>To move using a slithering motion, in response to words, pictures and music</li> <li>To negotiate an appropriate pathway when moving as a group</li> <li>To respond to the music, changing direction when prompted</li> <li>To move with clear body actions</li> <li>To be aware of others when moving and changing direction</li> <li>To move on a low level</li> <li>To balance on and travel along equipment</li> <li>To listen and respond to stories and music</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>Can they move spontaneously, showing some control and coordination?</li> <li>Can they move with confidence in a variety of ways, showing some awareness of space?</li> <li>Can they match movements to music?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>Cones</li> <li>Balls</li> <li>Ribbons</li> <li>Hurdles</li> <li>Ladders</li> <li>Tunnels</li> <li>Benches</li> <li>Apparatus</li> </ul>	<b>Website/Apps</b>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Counting on Awareness of space

	<b>WOW Experience</b> Trip to IT emersion room for Olympic and movement slideshow.
<b>Cross Curricular Links</b> PSHE – Moving safely and being aware of others. Working as part of a small group. Music – Matching movements to music.	

<b>Question:</b> What happens to my movements during music? Can I time them to music?	
<b>National Curriculum Link</b> <b>Foundation – Movement (Dance)</b> <b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	
<b>Vocabulary Focus – highlighted in yellow</b>	
<b><u>Current Skills - Early Learning Goal Skills up to 60+months of age</u></b>	<b><u>Future Skills – Y1</u></b>
<ul style="list-style-type: none"> <li>Travels with confidence and skill <b>around, under, over and through</b> balancing and climbing equipment</li> <li><b>Jumps</b> off an object and lands appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores basic movements and <b>body</b> patterns</li> <li>Remembers simple <b>movements</b> and dance <b>steps</b></li> <li>Links movements to sounds and music.</li> <li>Responds to range of stimuli.</li> </ul>

<b><u>Knowledge, Skills and Understanding</u></b> <ul style="list-style-type: none"> <li>To experiment with different ways of moving – climbing and sliding actions</li> <li>To move backwards and forwards</li> <li>To learn to work with a partner</li> <li>To move in different directions</li> <li>To make dance movements in response to music, pictures and props</li> <li>To use space appropriately when moving with a ribbon</li> </ul>
<b><u>Challenge</u></b> <ul style="list-style-type: none"> <li>Can they recognise the changes that happen to her/his body when s/he is active?</li> <li>Can they match movements to music?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>Cones</li> <li>Tunnels</li> <li>Benches</li> <li>Apparatus</li> <li>Music Player</li> <li>LCP FDN CD</li> </ul>	<b>Website/Apps</b>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Counting on Awareness of space
	<b>WOW Experience</b> Perform dance in groups for classmates to critique. Film dance to be displayed on website.
<b>Cross Curricular Links</b> 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 (Multi-Skills)**

**Moving and handling:** children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

**Vocabulary Focus – highlighted in yellow****Current Skills - Early Learning Goal Skills up to 60+months of age**

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment

**Future Skills – Y1**

- Can travel in a variety of ways including running and jumping.
- Beginning to perform a range of throws.
- Receives a ball with basic control
- Beginning to develop hand-eye coordination
- Participates in simple games

**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**

- 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 (Gymnastics)**

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

**Vocabulary Focus – highlighted in yellow****Current Skills - Early Learning Goal Skills up to 60+months of age**

- **Jumps** off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through **balancing and climbing** equipment

**Future Skills – Y1**

- Copies and explores basic movements with some **control** and coordination.
- Can perform different body shapes
- Performs at different levels
- Can perform 2 footed **jump**
- Can use **equipment** safely
- Balances with some control
- Can link 2-3 simple movements

**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**

- Cones
- Tunnels
- Benches
- Apparatus
- Parachute
- Hoops
- Hurdles

**Website/Apps****Extended Writing Opportunities**

<ul style="list-style-type: none"> <li>Ladders</li> </ul>	
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Counting in patterns Awareness of space and shape
	<b>WOW Experience</b> Last session of term to be spent using a wide variety of equipment in KS1&2 halls.
<b>Cross Curricular Links</b> 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, (Multi-Skills)**

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**Future Skills – Y1**

- Can travel in a variety of ways including running and jumping.
- Beginning to perform a range of throws.
- Receives a ball with basic control
- Beginning to develop hand-eye coordination
- Participates in simple games

**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**

- 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