

### Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Following a path



### Key Skills: S.E.T

- Social: Sharing
- Social: Leadership
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Decision making
- Thinking: Selecting and applying actions

### Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.
- Jump:** Take off and land with two feet.
- Hop:** Take off on one foot and land on the same foot.

### Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

## Where this unit sits

### Assessment Criteria

#### Nursery

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to demonstrate balance.
- I am beginning to take turns with others.

#### Reception

- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I can demonstrate balance.
- I play co-operatively and take turns with others.

**Activities that this unit progresses into:**

**Introduction to PE: Unit 2**  
**Team Games**  
**Team Building**  
**OAA**



### Key Skills: Physical

- Moving safely
- Running
- Jumping
- Throwing
- Catching
- Rolling



### Key Skills: S.E.T

- Social: Sharing and taking turns
- Social: Encouraging and supporting others
- Social: Responsibility
- Emotional: Honesty and fair play
- Emotional: Confidence
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding and using rules

### Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Stop with control:** Stop in a balanced position on your feet by bending your knees and putting weight into your heels.
- Jump:** Take off and land with two feet.
- Hop:** Take off on one foot and land on the same foot.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I understand the rules of the game.

#### Reception

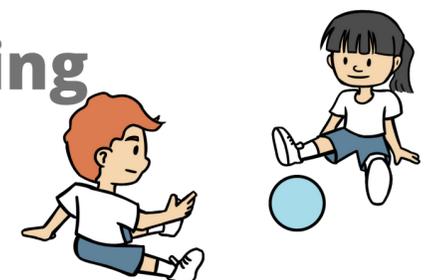
- I use movement skills with developing balance and co-ordination.
- I can make independent choices.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively and take turns with others.
- I understand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

### Key Vocabulary:

- follow
- team
- space
- travel
- share
- safely
- path
- listen

### Activities that this unit progresses into:

**Team Games**  
**Team Building**  
**OAA**



### Key Skills: Physical

- Rolling a ball
- Stopping a rolling ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



### Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Using tactics
- Thinking: Decision making

### Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I am beginning to explore a range of ball skills.
- I am beginning to take turns with others.
- I can make guided choices.
- I persevere with support when trying new challenges.
- I play ball games guided by the rules with support.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I use ball skills with developing competence and accuracy.
- I play co-operatively and take turns with others.
- I can make independent choices.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.

### Key Vocabulary:

- roll
- team
- space
- kick
- bounce
- throw
- safely
- stop
- listen

### Activities that this unit progresses into:



- Ball Skills : Unit 2**
- Ball Skills**
- Striking and fielding**
- Invasion**
- Net and wall**
- Target games**
- Sending and receiving**

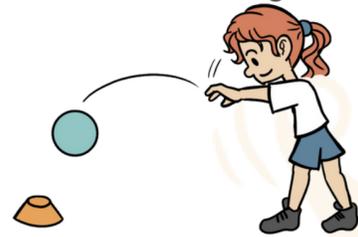
### Key Skills: Physical

- Rolling a ball
- Tracking a ball
- Throwing at a target
- Bouncing a ball
- Dribbling a ball with feet
- Kicking a ball



### Key Skills: S.E.T

- Social: Co-operation
- Social: Sharing and taking turns
- Emotional: Determination
- Thinking: Using tactics
- Thinking: Decision making



### Teacher Glossary

- Dribble:** To move the ball using your feet or your hands.
- Send:** To pass to someone with using either your feet or hands.
- Receive:** To collect or stop a ball that is sent to you using either your hands or feet.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.
- Track:** To track is to move your body to get in line with a ball that is coming towards you.

## Where this unit sits Assessment Criteria

#### Nursery

- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I persevere with support when trying new challenges.
- I follow instructions with support.
- I am beginning to negotiate space safely.
- I play ball games guided by the rules with support.

#### Reception

- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.
- I persevere when trying new challenges.
- I follow instructions involving several ideas or actions.
- I can negotiate space safely with consideration for myself and others.
- I play ball games with consideration of the rules.

### Key Vocabulary:

- roll
- team
- space
- kick
- bounce
- throw
- safely
- stop
- listen

### Activities that this unit progresses into:

- Ball skills**
- Striking and fielding**
- Invasion**
- Target games**
- Net and wall**
- Sending and receiving**



## Key Skills: Physical

- Travelling
- Copying and performing actions
- Co-ordination



## Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

## Teacher Glossary

**Counts:** A performer uses counts of 8 to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Direction:** forwards, backwards, sideways.

## Where this unit sits Assessment Criteria

### Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

## Key Vocabulary:

- move
- space
- safely
- shape
- copy
- around
- sideways
- forwards
- backwards

## Activities that this unit progresses into

### Dance: Unit 2

### Dance



### Key Skills: Physical

- Travelling
- Copying and performing actions
- Balance
- Co-ordination



### Key Skills: S.E.T

- Social: Respect
- Social: Co-operating with others
- Emotional: Working independently
- Emotional: Confidence
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

### Teacher Glossary

**Counts:** A performer uses counts of 8 to stay in time with the music and / or other performers.

**Action:** The movement a dancer does e.g. travel, jump, kick.

**Level:** High, medium and low.

**Direction:** Forwards, backwards, sideways

## Where this unit sits Assessment Criteria

### Nursery

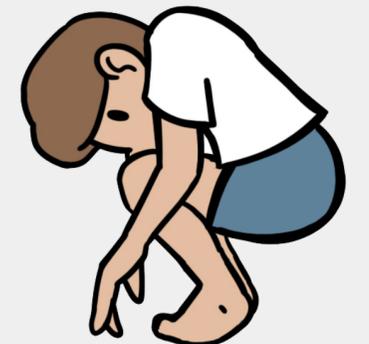
- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I show respect towards others.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges and perform in front of others.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I can combine movements fluently, selecting actions in response to the task.
- I show respect towards others when providing feedback.

### Activities that this unit progresses into:

**Dance**



### Key Skills: Physical

- Balancing
- Running
- Jumping
- Changing direction
- Hopping
- Travelling



### Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Helping others
- Emotional: Honesty
- Emotional: Challenging myself
- Emotional: Determination
- Thinking: Decision making
- Thinking: Selecting and applying actions
- Thinking: Using tactics

## Where this unit sits

## Assessment Criteria

### Nursery

- I am beginning to negotiate space safely.
- I play games honestly guided by rules with support.
- I am building my confidence to try new challenges.
- I follow instructions with support.
- I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.
- I am beginning to take turns with others.

### Reception

- I can negotiate space safely with consideration for myself and others.
- I play games honestly with consideration of the rules.
- I am confident to try new challenges.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing balance and co-ordination when playing games.
- I play co-operatively, take turns and encourage others.

## Teacher Glossary

- Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
- Jump:** Take off and land on two feet.
- Hop:** Take off on one foot and land on the same foot.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.

## Key Vocabulary:

- run
- safely
- space
- jump
- hop
- direction
- stop
- listen

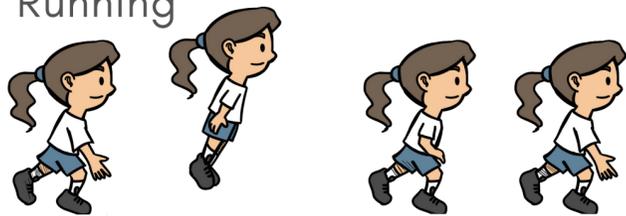


Activities that this unit progresses into:

**Fundamentals Unit 2**  
**All KS1 activities**

### Key Skills: Physical

- Hopping
- Galloping
- Skipping
- Sliding
- Jumping
- Changing direction
- Balancing
- Running



### Key Skills: S.E.T

- Social: Working safely
- Social: Responsibility
- Social: Working with others
- Emotional: Managing emotions
- Emotional: Challenging myself
- Thinking: Selecting and applying actions

### Teacher Glossary

- Gallop:** To gallop, step forward with a lead leg followed by the trail leg stepping just behind. With a little jump the lead leg moves again.
- Balance:** The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
- Jump:** Take off and land on two feet.
- Hop:** Take off on one foot and land on the same foot.
- Safe space:** Space away from other people and objects.
- Travelling action:** Run, hop, jump, side step, skip, gallop etc.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns and congratulate others.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I am confident to try new challenges, deciding on the skills I use to complete the task.
- I use movement skills with developing balance and co-ordination.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and congratulate others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

### Key Vocabulary:

- run
- safely
- space
- balance
- hop
- direction
- stop
- skip
- jump

Activities that this unit progresses into:

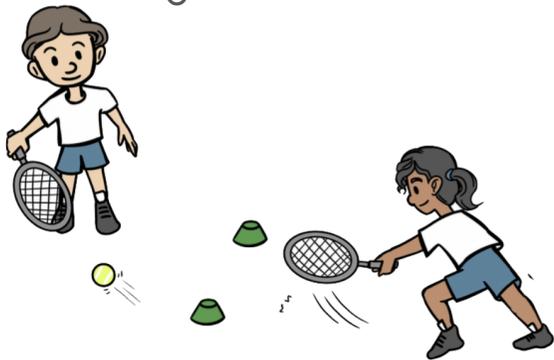
All KS1 activities





### Key Skills: Physical

- Running
- Balancing
- Changing direction
- Striking a ball
- Throwing



### Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Decision making

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Run, hop, jump, side step, skip, gallop etc.

**Dodge:** change direction quickly, often used to lose a defender or avoid being caught.

## Where this unit sits Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I follow instructions with support.
- I am beginning to take turns with others.
- I am beginning to explore a range of ball skills.
- I can explore movement skills.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

### Key Vocabulary:

- run
- safely
- space
- catch
- throw
- team
- stop
- tag
- score

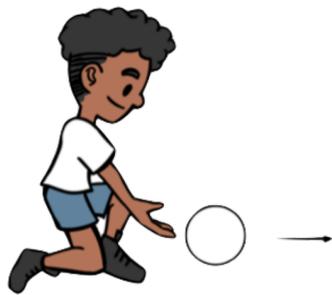


### Activities that this unit progresses into:

- Games: Unit 2**
- Invasion**
- Net and wall**
- Target games**
- Striking and fielding**

### Key Skills: Physical

- Running
- Changing direction
- Striking a ball



### Key Skills: S.E.T

- Social: Communication
- Social: Co-operation
- Social: Taking turns
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty
- Emotional: Managing emotions
- Emotional: Perseverance
- Thinking: Using tactics

## Where this unit sits Assessment Criteria

#### Nursery

- I can explore movement skills.
- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I follow instructions with support.
- I play games honestly guided by the rules with support.
- I am beginning to understand how I feel in different situations.

#### Reception

- I use movement skills with developing balance and co-ordination.
- I use ball skills with developing competence and accuracy.
- I can negotiate space safely with consideration for myself and others.
- I play co-operatively, take turns and encourage others.
- I follow instructions involving several ideas or actions.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Run, hop, jump, side step, skip, gallop etc.

**Dodge:** Change direction quickly, often used to lose a defender or avoid being caught.

**Opponent:** Someone not on your team.

**Co-ordination:** Moving two or more body parts at the same time.

### Key Vocabulary:

- run
- safely
- space
- catch
- rules
- team
- stop
- tag
- score



**Activities that this unit progresses into:**

**Invasion  
Net and wall  
Target games  
Striking and fielding**

### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rocking
- Rolling



### Key Skills: S.E.T

- Social: Taking turns
- Social: Co-operation
- Social: Communication
- Emotional: Confidence
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

### Teacher Glossary

**Safe space:** Space away from other people and objects.

**Travelling action:** Slide, hop, jump, side step, skip, gallop etc.

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Level:** High, medium and low.

**Sequence:** A number of actions linked together.

## Where this unit sits

### Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

#### Reception

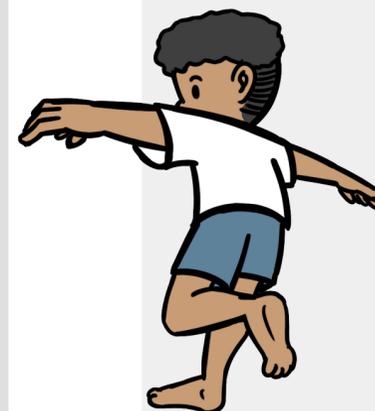
- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- backwards
- sideways
- forwards

### Activities that this unit progresses into:

**Gymnastics: Unit 2  
Gymnastics**



### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rock and roll
- Barrel roll
- Straight roll
- Progressions of a forward roll
- Travelling



### Key Skills: S.E.T

- Social: Leadership
- Social: Taking turns
- Social: Helping others
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

### Teacher Glossary

- Safe space:** Space away from other people and objects.
- Travelling action:** Slide, hop, jump, side step, skip, gallop etc.
- Shapes:** E.g. tuck, pike, straddle, dish, arch, star.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- Level:** High, medium and low.
- Sequence:** A number of actions linked together.

## Where this unit sits Assessment Criteria

#### Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Key Vocabulary:

- copy
- travel
- space
- shape
- rock
- over
- around
- through
- roll

### Activities that this unit progresses into:

#### Gymnastics

