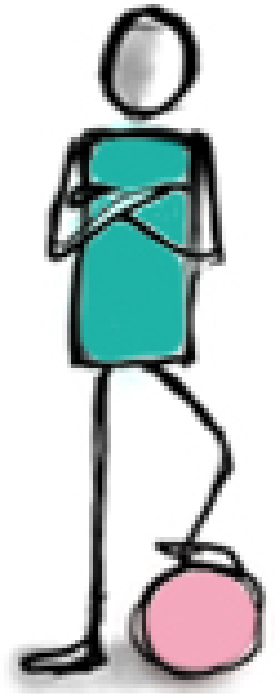


**This is a collation of the individual Medium Term Plans that can be found at the end of each Unit of Work.**

**The ‘Key Unit Objectives’ follow the Learning Objectives set out in each PE Planning lesson plan.**

**Each page contains the appropriate EYFS Statutory Framework criteria for each sport and illustrates how the PE Planning objectives are linked to Framework requirements.**



Key Stage	EYFS	Unit	Ball Skills
Implementation Phase			
<p><u>Early Learning Goals</u></p>	<ul style="list-style-type: none"> <li>Plays cooperatively, taking turns with others.</li> <li>Understand and follow rules.</li> <li>Knows the importance for good health of physical exercise and a healthy diet.</li> <li>Handles equipment and tools effectively, including pencils for writing.</li> <li>Shows good control and co-ordination in large and small movements.</li> </ul>	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> <li>Collect</li> <li>Ball control</li> <li>Games</li> <li>Bounce</li> <li>Count</li> <li>Hand</li> <li>High</li> <li>Explore</li> <li>Safety</li> <li>Height</li> </ul>
<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>Can play in a group, extending and elaborating play ideas within the group.</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>Shows increasing control when throwing and catching a large ball.</li> </ul>	<p><u>Prior Learning Required</u></p>	<p><u>EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>Step 1: To explore a ball</li> <li>Step 2: To move the ball around the body</li> <li>Step 3: To travel with the ball</li> <li>Step 4: To play with others</li> <li>Step 5: To throw a ball</li> </ul>	<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>Large balls</li> <li>Small balls</li> <li>Beanbags</li> <li>Cones</li> <li>Hoops</li> <li>Marker spots</li> </ul>

Key Stage	EYFS	Unit	Dance
Implementation Phase			
<p><b>Early Learning Goals</b></p>	<ul style="list-style-type: none"> <li>Moves confidently in a range of ways, safely negotiating space.</li> <li>Knows the importance for good health of physical exercise and a healthy diet.</li> <li>Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>Confident to try new activities and say why they like some more than others.</li> <li>Work as part of a team.</li> </ul>	<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Create</li> <li>Ideas</li> <li>Beat</li> <li>Movement</li> <li>Music</li> <li>Count</li> <li>Together</li> <li>Counting</li> </ul>
<p><b>Progression Map Links</b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<ul style="list-style-type: none"> <li>Explore and copy basic body actions and rhythms.</li> <li>Negotiate space confidently, using appropriate strategies.</li> <li>Use their bodies to respond to stories, topics, and music.</li> </ul>	<p><b>Prior Learning Required</b></p>	<p><b>EYFS Progression Maps Objectives:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>Step 1: To move in different ways</li> <li>Step 2: To copy actions from a teacher</li> <li>Step 3: To move to the music</li> <li>Step 4: To copy actions from a partner</li> <li>Step 5: To create your own actions and movements</li> </ul>	<p><b>Resources &amp; Equipment</b></p>	<ul style="list-style-type: none"> <li>Music player &amp; music</li> <li>Ribbons</li> <li>Hoops</li> <li>Beanbags</li> <li>Marker spots</li> <li>Cones</li> </ul>

Key Stage	EYFS	Unit	Fun and Games
Implementation Phase			
<p><u>Early Learning Goals</u></p>	<ul style="list-style-type: none"> <li>Plays cooperatively, taking turns with others.</li> <li>Understand and follow rules.</li> <li>Work as part of a team.</li> <li>Confident to try new activities and say why they like some more than others.</li> <li>Handles equipment and tools effectively, including pencils for writing.</li> <li>Moves confidently in a range of ways, safely negotiating space.</li> </ul>	<p><u>Key Vocabulary</u></p>	<p>Look, watch, sight, hear, listen, run, direction, head up, work together, counting, breathing.</p>
<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<ul style="list-style-type: none"> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>Shows understanding when counting objects to 10 and beginning to count beyond 10.</li> </ul>	<p><u>Prior Learning Required</u></p>	<p><b>EYFS Progression Maps Objectives:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>Step 1: To move in lots of different ways</li> <li>Step 2: To move into space</li> <li>Step 3: To play games with others</li> <li>Step 4: To use equipment in games</li> <li>Step 5: To keep score</li> </ul>	<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>Music player &amp; music</li> <li>Cones</li> <li>Beanbags</li> <li>Marker Spots</li> <li>Bibs</li> </ul>

Key Stage	EYFS	Unit	Me and Myself
Implementation Phase			
<p><b>Early Learning Goals</b></p>	<ul style="list-style-type: none"> <li>Understand and follow rules.</li> <li>Plays cooperatively, taking turns with others.</li> <li>Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>Knows the importance for good health of physical exercise and a healthy diet.</li> </ul>	<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Uniform</li> <li>Changing</li> <li>Quickly</li> <li>PE</li> <li>Listen</li> <li>Instructions</li> <li>Body parts</li> <li>Direction</li> <li>Awareness</li> <li>Heart rate</li> </ul>
<p><b>Progression Map Links</b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<ul style="list-style-type: none"> <li>Ability to dress themselves with support if necessary.</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>Engages in conversation with others.</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>Ability to link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<p><b>Prior Learning Required</b></p>	<p><b>EYFS Progression Maps Objectives:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>Step 1: To change into PE kit</li> <li>Step 2: To listen and respond to instructions</li> <li>Step 3: To move in different ways</li> <li>Step 4: To change direction when moving</li> <li>Step 5: To participate in games</li> </ul>	<p><b>Resources &amp; Equipment</b></p>	<ul style="list-style-type: none"> <li>Marker cones</li> <li>Marker spots</li> <li>Music player &amp; music</li> <li>Various size balls</li> <li>Beanbags</li> <li>Quoits</li> </ul>

Key Stage	EYFS	Unit	Movement Development
Implementation Phase			
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>Shows good control and co-ordination in large and small movements</li> <li>Moves confidently in a range of ways, safely negotiating space.</li> <li>Knows the importance for good health of physical exercise and a healthy diet.</li> <li>Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>Confident to try new activities and say why they like some more than others.</li> <li>Understand and follow rules.</li> </ul>	<b>Key Vocabulary</b>	Control, coordination, movements, fluently, slow, fast, high, low, backwards, sideways, free, creative, walk, run, awareness, space.
<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<ul style="list-style-type: none"> <li>Travels with confidence and skill in a range of movements when using equipment.</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<b>Prior Learning Required</b>	<b>EYFS Progression Maps Objectives:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>Step 1: To move and balance in different ways</li> <li>Step 2: To move, on, over and under equipment</li> <li>Step 3: To play imagination games</li> <li>Step 4: To move into space</li> <li>Step 5: To take part in races and tag games</li> </ul>	<b>Resources &amp; Equipment</b>	<ul style="list-style-type: none"> <li>Cones</li> <li>Marker spots</li> <li>Hoops</li> <li>Beanbags</li> <li>Large &amp; small balls</li> <li>Apparatus</li> <li>Bibs</li> </ul>

Key Stage	EYFS	Unit	Throwing & Catching
Implementation Phase			
<p><u>Early Learning Goals</u></p>	<ul style="list-style-type: none"> <li>• Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>• Shows good control and co-ordination in large and small movements.</li> <li>• Handles equipment and tools effectively, including pencils for writing.</li> <li>• Plays cooperatively, taking turns with others.</li> <li>• Understand and follow rules.</li> <li>• Confident to try new activities and say why they like some more than others.</li> </ul>	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> <li>• Throw</li> <li>• Catch</li> <li>• Watch</li> <li>• Aim</li> <li>• Target</li> <li>• Hands ready</li> <li>• Roll</li> <li>• Kick</li> <li>• Bounce</li> <li>• Count</li> </ul>
<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<ul style="list-style-type: none"> <li>• Showing increased control when catching a ball.</li> <li>• Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul>	<p><u>Prior Learning Required</u></p>	<p><u>EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move around without a ball</li> <li>• Step 2: To move with a ball</li> <li>• Step 3: To explore different body parts to move the ball</li> <li>• Step 4: To explore how the ball moves</li> <li>• Step 5: To play command games</li> </ul>	<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Cones</li> <li>• Beanbags</li> <li>• Hoops</li> <li>• Marker Spots</li> </ul>

Key Stage	EYFS	Unit	Working with Others
Implementation Phase			
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>Shows good control and co-ordination in large and small movements.</li> <li>Handles equipment and tools effectively, including pencils for writing.</li> <li>Work as part of a team.</li> <li>Understand and follow rules.</li> </ul>	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>Throw</li> <li>Catch</li> <li>Watch</li> <li>Aim</li> <li>Target</li> <li>Hands ready</li> <li>Roll</li> <li>Kick</li> <li>Bounce</li> <li>Count</li> </ul>
<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<ul style="list-style-type: none"> <li>Can play in a group.</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<b>Prior Learning Required</b>	<b>EYFS Progression Maps Objectives:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>Step 1: To play games with others.</li> <li>Step 2: To share and be kind to each other.</li> <li>Step 3: To run into space, avoiding obstacles.</li> <li>Step 4: To take turns playing different roles and using different equipment.</li> <li>Step 5: To play games in pairs and groups.</li> </ul>	<b>Resources &amp; Equipment</b>	<ul style="list-style-type: none"> <li>Balls</li> <li>Cones</li> <li>Beanbags/quoits</li> <li>Hoops</li> <li>Marker Spots</li> </ul>