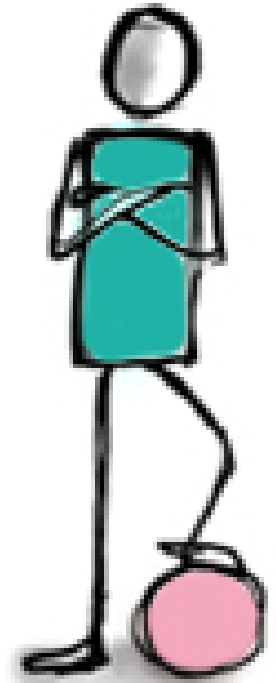


This is a collation of the individual 'eyfs implementation' documents that can be found at the end of each Unit of Work.

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

Each page contains the appropriate EYFS Early Learning Goals for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Key Stage:	EYFS	Unit:	Ball Skills

<u>Prior Learning Recommended – DfE Guidance (not statutory)</u>	
<p>0 to 3 Years – Pre-Nursery:</p> <ul style="list-style-type: none"> Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. Enjoy starting to kick, throw and catch balls. Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. Develop manipulation and control. Explore different materials and tools. 	<p>3 to 4 Years – Nursery:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Show a preference for a dominant hand.

<p><u>Early Learning Goals</u></p>	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others. Explain the reasons for rules, know right from wrong and try to behave accordingly. Use a range of small tools, including scissors, paint brushes and cutlery. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Being safe and kind when touching equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To explore a ball Step 2: To move the ball around the body Step 3: To travel with the ball Step 4: To play with others Step 5: To throw a ball 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Shows some understanding towards the effects of activity on their body. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas within the group. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Large and small balls Marker spots Cones Hoops Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Collect ball control games bounce count hand high explore safety height

Implementation Phase			
Key Stage:	EYFS	Unit:	Dance
Prior Learning Recommended – DfE Guidance (not statutory)			
0 to 3 Years – Pre-Nursery: <ul style="list-style-type: none"> Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. Clap and stamp to music. Spin, roll and independently use ropes and swings (for example, tyre swings). develop friendships with other children. 		3 to 4 Years – Nursery: <ul style="list-style-type: none"> Show more confidence in new social situations. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	
<u>Early Learning Goals</u>	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Demonstrate strength, balance and coordination when playing. Form positive attachments to adults and friendships with peers. 		<u>Pillars of Progression</u> <ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Being safe and kind when touching equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To move in different ways Step 2: To copy actions from a teacher Step 3: To move to the music Step 4: To copy actions from a partner Step 5: To create your own actions and movements 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: <ul style="list-style-type: none"> Understand the concept of playing characters and taking on different roles and perform in character to the music. Procedural Knowledge: <ul style="list-style-type: none"> Explore different movements – keeping good balance and coordination. Show different emotions, impressions and expressions depending on the stimuli. Listen to the music and move in time with it. Work well with a partner, copying and mirroring movements. Work well with others.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> Music player & music Ribbons Hoops Beanbags Marker spots Cones 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> Teamwork Music Movement Count Together Counting Create Ideas Dance Impression Mirror Character

Implementation Phase			
Key Stage:	EYFS	Unit:	Fitness
Prior Learning Recommended – DfE Guidance (not statutory)			
0 to 3 Years – Pre-Nursery: <ul style="list-style-type: none"> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Develop friendships with other children. Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. Walk, run, jump and climb- and start to use stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 		3 to 4 Years – Nursery: <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	
Early Learning Goals	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		Pillars of Progression <ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Being safe and kind when touching equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To know colours and numbers Step 2: To move at different speeds, safely Step 3: To move into space Step 4: To move using different body parts Step 5: To balance using different body parts 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: <ul style="list-style-type: none"> Understand the benefits of regular exercise. Procedural Knowledge: <ul style="list-style-type: none"> Improve speed, agility, balance, coordination, strength and physical fitness. Develop the jumping technique safely. Work well as a team to improve performance. Solve challenges whilst on the move. Demonstrate the correct jumping and landing techniques. Work individually and cooperatively to perform a range of balances. Apply skills learnt throughout the unit in a range of activities.
Resources & Equipment	<ul style="list-style-type: none"> Cones Gymnastic mats Marker spots Dice Hoops 	Key Vocabulary	<ul style="list-style-type: none"> Jumping Weaving Speed Balance Healthy Exercise Landing Coordination Teamwork Strength Safe space Instructions

Implementation Phase			
Key Stage:	EYFS	Unit:	Fun & Games
<u>Prior Learning Recommended – DfE Guidance (not statutory)</u>			
0 to 3 Years – Pre-Nursery:		3 to 4 Years – Nursery:	
<ul style="list-style-type: none"> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. 		<ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	
<u>Early Learning Goals</u>	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Use a range of small tools, including scissors, paint brushes and cutlery. Negotiate space and obstacles safely, with consideration for themselves and others. 		<u>Pillars of Progression</u>
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To move in lots of different ways Step 2: To move into space Step 3: To play games with others Step 4: To use equipment in games Step 5: To keep score 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Moves freely and with pleasure and confidence in a range of skilful ways. Shows understanding when counting objects to 10 and beginning to count beyond 10.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> Cones Bibs Marker spots 	<ul style="list-style-type: none"> Beanbags Music player & music 	<u>Key Vocabulary</u>
			<ul style="list-style-type: none"> Look Watch Sight Hear Listen Run Direction Head Up Together Counting Breathing

Implementation Phase			
Key Stage:	EYFS	Unit:	Me & Myself
Prior Learning Recommended – DfE Guidance (not statutory)			
0 to 3 Years – Pre-Nursery:		3 to 4 Years – Nursery:	
<ul style="list-style-type: none"> Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Explore different materials and tools. 		<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are. Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	
Early Learning Goals	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Show sensitivity to their own and to others' needs. 		Pillars of Progression <ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Being safe and kind when touching equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To change into PE kit Step 2: To listen and respond to instructions Step 3: To move in different ways Step 4: To change direction when moving Step 5: To participate in games 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: <ul style="list-style-type: none"> Shows some understanding towards the effects of activity on their body. Responds to ideas showing understanding, asking appropriate questions of others.
			Procedural Knowledge: <ul style="list-style-type: none"> Ability to dress themselves with support if necessary. Moves freely and with pleasure and confidence in a range of skilful ways. Engages in conversation with others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Ability to link sounds to letters, naming and sounding the letters of the alphabet.
Resources & Equipment	<ul style="list-style-type: none"> Marker cones Marker spots Music player & music 	<ul style="list-style-type: none"> Various size balls Beanbags Quoits 	Key Vocabulary <ul style="list-style-type: none"> Uniform Changing Quick/Speed Lesson Listen Instruction Body Parts Direction Awareness Heart Rate

Implementation Phase			
Key Stage:	EYFS	Unit:	Movement Development
Prior Learning Recommended – DfE Guidance (not statutory)			
0 to 3 Years – Pre-Nursery:		3 to 4 Years – Nursery:	
<ul style="list-style-type: none"> Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 		<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	
Early Learning Goals	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		Pillars of Progression
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To move and balance in different ways Step 2: To move, on, over and under equipment Step 3: To play imagination games Step 4: To move into space Step 5: To take part in races and tag games 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows some understanding towards the effects of activity on their body. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Travels with confidence and skill in a range of movements when using equipment. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
Resources & Equipment	<ul style="list-style-type: none"> Cones Marker spots Hoops Various balls Apparatus Bibs Beanbags 	Key Vocabulary	<ul style="list-style-type: none"> Control Coordination Slow/ Fast High/ Low Fluently Free Awareness Walk Space Creative Movements Run

Implementation Phase			
Key Stage:	EYFS	Unit:	Throwing & Catching
Prior Learning Recommended – DfE Guidance (not statutory)			
0 to 3 Years – Pre-Nursery:		3 to 4 Years – Nursery:	
<ul style="list-style-type: none"> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Enjoy starting to kick, throw and catch balls. Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. Develop manipulation and control. Explore different materials and tools. 		<ul style="list-style-type: none"> Show more confidence in new social situations. Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Show a preference for a dominant hand. 	
Early Learning Goals	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Negotiate space and obstacles safely, with consideration for themselves and others. Use a range of small tools, including scissors, paint brushes and cutlery. Form positive attachments to adults and friendships with peers. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 		Pillars of Progression
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To move around without a ball Step 2: To move with a ball Step 3: To explore different body parts to move the ball Step 4: To explore how the ball moves Step 5: To play command games 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Showing increased control when catching a ball. Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.
Resources & Equipment	<ul style="list-style-type: none"> Cones Marker spots Hoops 	<ul style="list-style-type: none"> Balls Beanbags 	Key Vocabulary
			<ul style="list-style-type: none"> Throw Catch Watch Aim Target Push Roll/push Kick Hands Bounce Count Ready

Implementation Phase															
Key Stage:	EYFS	Unit:	Working with Others												
<u>Prior Learning Recommended – DfE Guidance (not statutory)</u>															
0 to 3 Years – Pre-Nursery:		3 to 4 Years – Nursery:													
<ul style="list-style-type: none"> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. 		<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Start taking part in some group activities which they make up for themselves, or in teams. 													
<u>Early Learning Goals</u>	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		<u>Pillars of Progression</u> <ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Being safe and kind when touching equipment and classmates. 												
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> Step 1: To play games with others. Step 2: To share and be kind to each other. Step 3: To run into space, avoiding obstacles. Step 4: To take turns playing different roles and using different equipment. Step 5: To play games in pairs and groups. 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> <ul style="list-style-type: none"> Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. <u>Procedural Knowledge:</u> <ul style="list-style-type: none"> Can play in a group. Keeps play going by responding to what others are saying or doing. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 												
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> Balls Cones Beanbags/quoits 	<ul style="list-style-type: none"> Hoops Marker spots 	<u>Key Vocabulary</u> <table border="0"> <tr> <td>• Throw</td> <td>• Aim</td> <td>• Roll</td> <td>• Help</td> </tr> <tr> <td>• Catch</td> <td>• Target</td> <td>• Bounce</td> <td>• Team</td> </tr> <tr> <td>• Watch</td> <td>• Ready</td> <td>• Count</td> <td>• Partner</td> </tr> </table>	• Throw	• Aim	• Roll	• Help	• Catch	• Target	• Bounce	• Team	• Watch	• Ready	• Count	• Partner
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