



**EYFS Medium Term Plans Key Stage One**

Key Stage:	Early Years	Unit	Me and Myself
<p><b><u>Prior Learning Required – EYFS Progression from Nursery</u></b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are there.</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>			
<p><b><u>ELG</u></b></p>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas of actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Show sensitivity to their own and to others’ needs.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence and Fundamental Movement Skills.</b></li> <li>Being <b>safe</b> and kind when touching equipment and classmates.</li> </ul>
<p><b><u>Key Unit Objectives</u></b></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><u>Progression</u></b></p>	<p><b><u>Declarative Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Shows some understanding towards the effects of activity on their body.</li> <li>Responds to ideas showing understanding, asking appropriate questions of others.</li> </ul> <p><b><u>Procedural Knowledge</u></b></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><u>Resources and Equipment</u></b></p>	<p>Marker cones, marker spots, music player and music, various size balls, beanbags, quoits</p>	<p><b><u>Key Vocabulary</u></b></p>	<p>Uniform, changing, quick / speed, lesson, listen, instruction, body parts, direction, awareness, heart rate.</p>



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Key Stage:	Early Years	Unit	Dance
<b><u>Prior Learning Required – EYFS Progression from Nursery</u></b> <ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>			
<b><u>ELG</u></b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Being <b>safe</b> and kind when touching equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<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>	<b><u>Progression</u></b>	<b><u>Declarative Knowledge</u></b> <ul style="list-style-type: none"> <li>• Understand the concept of playing characters and taking on different roles and perform in character to the music.</li> </ul>
			<b><u>Procedural Knowledge</u></b> <ul style="list-style-type: none"> <li>• Explore different movements – keeping good balance and coordination.</li> <li>• Show different emotions, impressions and expressions depending on the stimuli.</li> <li>• Listen to the music and move intime with it.</li> <li>• Work well with a partner, copying and mirroring movements.</li> <li>• Work well with others.</li> </ul>
<b><u>Resources and Equipment</u></b>	Music player and music, ribbons, hoops, beanbags, marker spots, cones	<b><u>Key Vocabulary</u></b>	Teamwork, music, movement, count, together, counting, create, ideas, dance, impression, mirror character



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Key Stage:	EYFS	Unit	Movement Development
<p><b><u>Prior Learning Required – EYFS Progression from Nursery</u></b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs or climb apparatus, using alternate feet.</li> <li>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.</li> </ul>			
<b><u>ELG</u></b>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence and Fundamental Movement Skills</b>.</li> <li>Being <b>safe</b> and kind when touching equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<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><u>Progression</u></b>	<p><b><u>Declarative Knowledge</u></b></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.</li> <li>Shows some understanding towards the effects of activity on their body.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting and can respond to simple instructions.</li> </ul> <p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Travels with confidence and skill in a range of movements when using equipment.</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><u>Resources and Equipment</u></b>	Cones, marker spots, hoops, various balls, apparatus, bibs, beanbags	<b><u>Key Vocabulary</u></b>	Control, coordination, slow/fast, high/low, fluently, free, awareness, run, space, creative, movements, walk



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Key Stage:	EYFS	Unit	Fun and Games
<p><b><u>Prior Learning Required – EYFS Progression from Nursery</u></b></p> <ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• 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.</li> </ul>			
<b><u>ELG</u></b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others/</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Negotiate space and obstacle safely, with consideration for themselves and others.</li> <li>•</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence and Fundamental Movement Skills.</b></li> <li>• Being <b>safe</b> and kind when touching equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<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>	<b><u>Progression</u></b>	<p><b><u>Declarative Knowledge</u></b></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>• Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul>
			<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Begins to accept the needs of others and can take turns and share sometimes with 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>
<b><u>Resources and Equipment</u></b>	Cones, bibs, marker spots, beanbags, music player and music.	<b><u>Key Vocabulary</u></b>	Look, watch, sight, hear, listen, run, direction, head up, together, counting, breathing.



### EYFS Medium Term Plans Key Stage One

Key Stage:	EYFS	Unit	Throwing and Catching
<p><b><u>Prior Learning Required – EYFS Progression from Nursery</u></b></p> <ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider man in the game and suggesting other ideas.</li> <li>• Show a preference for a dominant hand.</li> </ul>			
<b><u>ELG</u></b>	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Being <b>safe</b> and kind when touching equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<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>	<b><u>Progression</u></b>	<p><b><u>Declarative Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting and can respond to simple instructions.</li> </ul> <p><b><u>Procedural Knowledge</u></b></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> </ul>

			<ul style="list-style-type: none"> <li>• 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 others.</li> </ul>
<p><b><u>Resources and Equipment</u></b></p>	<p>Cones, marker spots, hoops balls, beanbags</p>	<p><b><u>Key Vocabulary</u></b></p>	<p>Throw, catch, watch, aim, target, push, roll/push, kick, hands, bounce, count, ready</p>