



Subject: PE Topic: Gaining Independence Year Group: Reception

What I should already know (this will depend on the children's individual experiences pre-school):

To fit myself into spaces and move around in them, walk, run, jump, spin, manipulate and control some objects, use small and large gross motor skills to develop independence e.g. buttons and zips, attempt dressing and undressing, balance, use alternate feet, skip, hop, stand on one leg or hold a pose, use large muscle movements to wave, match their developing physical skills to tasks and activities, show a preference for a dominant hand, make healthy choices about food, drink and activity.

Vocabulary:

Dress, undress, go, stop, up, down, in, out, run, jump, forwards, backwards, sideways, fast, slow, pick up, put down, step, in front, behind, body parts, high, low, line up, throw, hop, wave, space, circle, point, turn, balance, sit, stand, kneel, lie down.

What I will know by the end of the unit:

- To move in different ways and use/follow the correct words to do these skills
- To be able to listen and follow instructions
- To link and show movements that involve strength, balance and changes in direction.
- To use small motor skills so that I can use a range of resources
- To dress and undress myself on my own
- To use skills I need to manage school successfully e.g. turn taking.

ELG: Gross Motor Skills

Children at the expected level of development will:

- Be able to safely in space avoiding others and equipment
- Be aware of others around me
- Play games showing they understand strength, balance and how to move
- Run, jump, hop, skip.

Activities I can take part in to achieve my objectives:

- Circle games and rhymes
- Parachute games
- Command style games – Simon says, copy cats, beans, traffic lights
- Any other games that involve following simple instructions