



## Subject- Physical Education



### Threshold Concepts and Milestones

Threshold Concept		Foundation Stage 1	Content
<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p><b>Games</b></p>	<ul style="list-style-type: none"> <li>• Explore a range of sports equipment developing their skills through play with the support of an adult.</li> <li>• Children confidently choose equipment from the P.E. Trolley and demonstrate an intent of how to use PE equipment.               <ul style="list-style-type: none"> <li>• Different size balls</li> <li>• Beanbags</li> <li>• Hoops</li> <li>• Cones</li> <li>• Quoits</li> <li>• Discs</li> </ul> </li> </ul>	<p><b>Spring 1 Block Independent Games and Multi Skills</b></p> <p><b>Summer 2 Block Group Games and Multi Skills</b></p> <p>In the Spring term, the children will begin to look at independent games and multi skills. These sessions involve experimenting and exploring new equipment individually. Children will look at what equipment they can use and what to do with it, for example the multiple things they can do with a ball.</p> <p>In the Summer term, the children will continue to develop their repertoire of games, but begin to include other players. There is a key focus on oracy and communication here. Children should learn the importance of playing games together, taking turns and playing fairly. This block involves lots of playground</p>

			<p>style games, parachute games, as well as chances to develop speed, agility, quickness, co-ordination and other motor skills.</p> <p>Children have the opportunity in FS1 to explore the outside area and use appropriate equipment safely and effectively.</p>
	<p><b>Dance</b></p>	<ul style="list-style-type: none"> <li>• Joining in with dancing and circle games. To introduce Write Dance in the Early Years by R A Oussoren.</li> <li>• Beginning to move rhythmically, imitating movement in response to music. Making dance movements activities as part of Chinese New Year and Diwali weeks.</li> <li>• Imitating movement in response to music engaging with Nursery Rhymes activities.</li> </ul>	<p><b>Spring 2 Block Dance:</b> Block is planned to give the children a variety of different music. Children explore movements linked to music. This should include nursery rhymes. Children should be encouraged to think about how their movement reflects the music, for example slow for classical.</p> <p>Use of Write Dance in the classroom and during story time.</p> <p>Performances linked with exhibitions, such as Easter Parade.</p> <p>Music linked to activities in the classroom, such as tidy up time.</p>

	<p><b>Gymnastics</b></p>	<ul style="list-style-type: none"> <li>• Uses cross lateral movement to move forward and negotiate space when moving through tunnels, dens or created vehicles.</li> <li>• Introducing how to use the soft play equipment safely. Walking up the steps on one foot on each step and going downwards with 2 feet on each step. Balancing on the steps, going down the slide and landing safely on the mat.</li> <li>• Practising simple floor work using the soft play mats. Start to explore movement in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping sliding and hopping. Moving in different ways, walking backwards and sideways, can stand and</li> </ul>	<p><b>Autumn 1 and 2 Gymnastics Blocks</b></p> <p>The children will look at the different ways their body moves and how they can change position and direction. This can involve simple imitating or following instructions. An effective technique for this is the story board technique, which allows the instructor to read a story and children create actions for each part. They should learn how to develop core strength and hold and balance simple shapes for a short period of time. As the term progresses, equipment should begin to be integrated into sessions and children should learn about taking appropriate risks.</p> <p>During planned gymnastics sessions, children should use the hall and the specific gymnastics equipment.</p> <p>Opportunities in the EYFS Curriculum allow for experimental movement using the indoor and outdoor spaces.</p>
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		walk on tiptoe and stand on one foot. Manoeuvre around objects.	
	<b>Swimming</b>	N/A	
	<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Practise the skills needed for sports day activities.</li> <li>• Such as:- running safely on the whole foot, and being able to squat with steadiness to pick up an object and rise back to their feet without using their hands.</li> </ul>	<p><b>Summer 2 Block Athletics</b></p> <p>In Summer 2, the children will be introduced to the concept of athletics. This will involve simple running races, throwing activities and beginning to find a winner. This culminates in a sports day for the children, their first experience of this in school.</p>
	<b>Outdoor and adventurous activities</b>	<ul style="list-style-type: none"> <li>• Can ride a tricycle using pedals.</li> <li>• Playing running games safely such as:- Hide and Seek and What's the time Mr wolf.</li> </ul>	<p>Children have the opportunity in FS1 to explore the outside area and use appropriate equipment safely and effectively.</p> <p>Linked with Spring 1 and Summer 1 blocks of games.</p>

		• Parachute games.	
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