

Year R

Year R - Autumn 1: Real PE

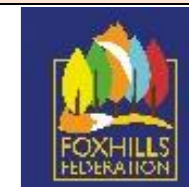
Milestone LO

Real PE LO: I am learning to follow instructions

Early Learning Goals

- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate balance and coordination when playing.
- Move energetically, such as run, jump, hop and skip.
- Listen attentively and respond to what they hear.
- Show an ability to follow instructions involving several ideas or actions. Show independence, resilience, and perseverance in the face of challenge.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Personal Cog • Coordination: Footwork • Static Balance: One leg 	<p>Know that...</p> <ul style="list-style-type: none"> • To work on simple tasks means to listen to instructions and stay on task. • To stay on task means to carry on with the task without stopping. • A simple task means that it is easy to do. • A marked area is a space where the activity takes place and can be marked using cones, markers or lines. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> • To balance with a standing foot still means that the foot is on the ground doesn't move. • By keeping their head up and still it will help them to balance on one foot. • To balance with minimal wobble means that their body doesn't move very much. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> • Balance means being able to keep steady in a controlled position (not wobbling or falling over). • To balance they need to bend their knees. • To move with control means to control the movement of their body. • Keeping their head up will help with control. • To move smoothly they need to work off the balls of their feet. • The balls of the feet are on the bottom of their foot where the toes attach to the foot • Galloping is a forwards slide movement, where the front foot steps forward with a little spring followed by the transfer of the body weight to the back foot. • Skipping means to jump forward lightly by sliding and hopping on one foot and then the other. • Hopping means to make a short jump on one foot. 	<p>Know how...</p> <ul style="list-style-type: none"> • To work on simple tasks with help • To practise a task within a marked area. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> • To keep their head up and still when balancing on one leg. • To keep their tummy tight when balancing on one leg. • To keep their back straight to balance so that there is minimal wobble when balancing on one leg. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> • To keep their head up and move with good control when sidestepping, galloping, hopping and skipping. • To bend their knees to achieve a good balance when sidestepping, galloping, hopping and skipping. • To work off the balls of their feet to move slowly when sidestepping, galloping, hopping and skipping.
<p>Vocabulary</p>	<p>Back: The part of their body from their shoulders to their hips; to move the opposite way they are facing.</p>	



	<p>Control: Being able to manage and direct things or their body.</p> <p>Directions: Instructions that tell them how to get somewhere or how to do something.</p> <p>Gallop: When a horse runs very fast with all its feet off the ground at the same time.</p> <p>Hop: To jump a short distance, usually on one foot.</p> <p>Muscles: Parts inside their body that help they move.</p> <p>Safely: In a way that keeps them from getting hurt.</p> <p>Side step: To step to the side, usually to avoid something or someone.</p> <p>Skip: To move with a light, bouncing step from one foot to the other.</p> <p>Still: Not moving or making any noise; calm.</p> <p>Straight: Not bending or curving; going in one direction.</p> <p>Task: A piece of work that they need to do.</p> <p>Wobble: To move from side to side in an unsteady way.</p>
<p>Enrichment & wider development</p>	



Year R - Autumn 2: Real PE

Milestone LO

Real PE LO: I am learning to play with others

Early Learning Goals:

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination.
- Move energetically, such as jumping.
- Listen attentively and respond to what they hear with relevant questions, comments and actions.
- Participate in small group discussions.
- Work and play cooperatively with others.
- Show sensitivity to their own and others' needs

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Social Cog • Static Balance: Seated Balance • Dynamic Balance to Agility: Jumping and Landing 	<p>Know that...</p> <ul style="list-style-type: none"> • To take turns means that they go alternately. • To share means that they split with a partner. • To play with others means that they let other people join in. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To balance with minimal wobble means that their body doesn't move very much. • To keep their tummy tight they have to squeeze the tummy muscles. • To balance without strain means that their head is up and they breathe throughout. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • Take off means to leave the ground or other surface. • A good take off and height means keeping their feet and shoulder width apart. • Shoulder width apart means the distance between each shoulder. • To land softly and quietly they need to bend their knees on take-off and landing. • To land with balance and control they need to keep their head up as they land. 	<p>Know how...</p> <ul style="list-style-type: none"> • To play with others, take turns and share with help. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To keep their head up and still when balancing when their hands and feet are in a seated position. • To keep their tummy tight for minimal wobble when in a seated position. • To keep their back straight during a balance when in a seated position. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • To keep their feet shoulder width apart for a take-off when jumping forwards and backwards • To keep their head up as they land to have balance and control when jumping forwards and backwards • To bend their knees on take-off and on landing for a soft and quiet landing, when jumping forwards and backwards.
Vocabulary	<p>Balance: The ability to maintain stability and avoid falling; an even distribution of weight enabling someone or something to remain upright and steady.</p> <p>Control: The ability to manage and coordinate one's body movements effectively during physical activity.</p> <p>Jump: To push oneself off a surface and into the air by using the muscles in one's legs and feet.</p> <p>Seated: Sitting down or arranged in a sitting position.</p> <p>Share: To give a portion of something to others or to use or enjoy something jointly with others.</p> <p>Take off: To leave the ground and begin to fly; to remove something (such as clothing) from one's body.</p> <p>Touching: In contact with something; making physical contact.</p> <p>Width: The measurement or extent of something from side to side.</p>	
Enrichment & wider development		



Year R Spring 1 – Real PE

Milestone LO

Real PE LO: I am learning to follow rules.

Early Learning Goals:

- Negotiate space and obstacles safely.
- Demonstrate balance.
- Explain the reason for rules and try to behave accordingly.
- Show an ability to follow instructions involving several ideas or actions.
- Express their ideas and feelings about their experiences.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Cognitive Cog • Dynamic Balance: On a line • Static Balance: Stance 	<p>Know that...</p> <ul style="list-style-type: none"> • Instructions are when someone is telling them to do something in a particular way or order. • Rules are a set of instructions that must be followed. • Improved means something they have got better at. <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To move smoothly with minimal wobble means that they need to keep their head up and still to help balance. • To move smoothly means that the movement flows. • To maintain a balance on the line, their head needs to be up, back straight and tummy tight. • To move with the opposite arm and leg moving they need to swing their arms to help them to move and balance. • To swing the arms means to raise the arms move forwards and backwards <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • Shoulder width apart means the distance between each shoulder • To balance both feet need to face forwards their feet must be shoulder width apart and the knees are bent. • To balance with their feet still, the weight must be through the balls of the feet. 	<p>Know how...</p> <ul style="list-style-type: none"> • To follow simple instructions and listen carefully. • To follow rules for an activity. • To name what they have improved at. <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To move smoothly with minimal wobble when balancing on a line. • To use their arms to move and balance when balancing on a line. • To keep their back straight, head still and look forward when balancing on a line. • To swing their arms to help them to move and balance when balancing on a line. <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • To keep their feet shoulder width apart and the knees bent to keep a balanced stance when balancing on a line. • To balance by bending their knee and keeping their feet still when balancing on a line.
<p>Vocabulary</p>	<p>Follow: To go after someone or something, or to do what someone tells they to do. Forwards: Moving in the direction that is in front of them. Line: A straight path or mark that people can follow or stand along. Rules: Instructions that tell them what they can and cannot do in a game or activity. Stance: The way they stand, especially when they are getting ready to do something like run, jump, or throw.</p>	
<p>Enrichment & wider development</p>		



Year R - Spring 2: Real Gym

Milestone LO


Real PE LO: I am learning to follow rules.

Early Learning Goals:

- Negotiate space and obstacles safely.
- Demonstrate balance.
- Explain the reason for rules and try to behave accordingly.
- Show an ability to follow instructions involving several ideas or actions.
- Express their ideas and feelings about their experiences.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy participation 	<p>Know that...</p> <p><u>Shape</u></p> <ul style="list-style-type: none"> • To perform an accurate shape means to keep body positioned to clearly show the desired shape. • To create a tuck shape means to bend at the hips and knees, keep the knees and feet together and squeeze into a small shape. • To create a star shape means to keep the legs stretched wide apart, keep the back and legs straight. • To know that to have good body tension means that they can hold a desired shape by tensing the muscles. • To have good body tension means to squeeze the muscles tight. • To know that to perform a repeatable shape means that they can do it again. • To create a straight shape means that their body is in a straight line. • To create a dish shape means that their back is on the floor and they lift their feet, shoulders and head from the floor and their legs need to be squeezed together and the feet pointed. • To create an arch they lie on their tummy and stretch their body to make it as long as possible and lift their arms from the floor, holding them next to their ears and ,at the same time, lift their legs from the floor and squeeze them together whilst pointing their feet. • To create a pike shape means that their legs are straight out in front together, their arms are straight out in front, their back is straight, with their eyes forward and the toes are pointed. • To create a straddle means that their legs are out in front split at a 90 degree angle, their knees are pointing to the ceiling, their arms are above the legs and the toes are pointed. • To perform shapes on equipment they need to grip the apparatus with their hands. <p><u>Travel</u></p> <ul style="list-style-type: none"> • To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension using the body, • Extension means that parts of the body are stretched out as much as possible. 	<p>Know how...</p> <ul style="list-style-type: none"> • To perform an accurate shape • To use body tension to hold a shape • To perform a repeatable shape. • To focus on the quality of a shape each time. • To extend the body as much as possible to be able to perform shapes accurately. • To move with good posture • To move with light, quiet steps • To perform accurate movement patterns. • To perform movements on apparatus.



	<ul style="list-style-type: none"> • To move with light and quiet steps means to step onto the balls of their feet. • To absorb the impact of movements they need to bend their knees. • To move smoothly and fluently means that they focus on the coordination of the body parts. • Coordination of the body parts means how they move at the same time. • To perform accurate movement patterns means to change the speeds, absorb any impact with the knees to allow for the movements to be fluent. • To move with fluency means that the movements flow into each other smoothly. • To maintain contact with the apparatus means that at least one body part is touching the apparatus and they keep their eyes on the part of the body in contact to keep the active balance. 	
Vocabulary	<p>Apparatus: Equipment or machinery used for a specific purpose in PE, such as gymnastic bars or rings.</p> <p>Bend: To move their body so that it is not straight, such as bending their knees or waist.</p> <p>Behind: At the back of or in the rear of something.</p> <p>Beside: Next to or at the side of something or someone.</p> <p>Follow: To go after someone or something, or to do what someone tells they to do.</p> <p>March: To walk with regular, measured steps, often in a group.</p> <p>Obstacles: Objects that they have to go over, under, or around during an activity.</p> <p>On and off: Moving onto something and then moving off it again.</p> <p>On top: Positioned over or above something else.</p> <p>Onto: Moving to a position on the surface of something.</p> <p>Over: Moving above and across something.</p> <p>Pike: A gymnastic position where the body is bent at the hips and the legs are kept straight.</p> <p>Rules: Instructions that tell them what they can and cannot do in a game or activity.</p> <p>Shape: The form or outline of a figure or body position.</p> <p>Slide: To move smoothly along a surface.</p> <p>Star: A body position where arms and legs are spread out wide.</p> <p>Straight: Extending in one direction without bending or curving.</p> <p>Straddle: A position where the legs are spread wide apart.</p> <p>Travel: To move from one place to another.</p> <p>Tuck: To pull their knees in close to their chest.</p>	
Enrichment & wider development		



Year R Spring 2 – Real PE

Milestone LO

Real PE LO: I am learning to observe and copy others

Early Learning Goals:

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Creative Cog • Coordination: Ball skills • Counter Balance: counter balance in pairs 	<p>Know that...</p> <ul style="list-style-type: none"> • To observe means to watch. • To copy means that they do the same as someone else. • Demonstrate means to show they how to do an action <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> • To maintain control of the ball means that it is always near their body to control. • To move a ball in different directions means that they use their fingertips at different times to move it. • To move the ball smoothly and fluently means that it doesn't stop and stays a similar speed • To move a ball when sat down means that they need to keep their tummy tight and the weight through their bottom to keep control. <p><u>Counter Balance: counter balance in pairs</u></p> <ul style="list-style-type: none"> • To maintain balance throughout means that their body has minimal wobble. • To move smoothly and with control they need to keep their back straight and head up. • To coordinate movements with a partner they will need to communicate. • Coordinate means to make sure that the movements happen at the correct time. • The forearm is the part of the body between the elbow and the wrist. • To hold a partners arm means to hold their forearm with straight arms when leaning back 	<p>Know how...</p> <ul style="list-style-type: none"> • To watch and listen carefully with others demonstrate. • To copy others movements. <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> • To maintain control of the ball when sitting down and rolling a ball around the floor and their body. • To move the ball with their fingertips in different directions when sitting down and rolling a ball around the floor and body. • To move a ball smoothly and fluently when sitting down and rolling a ball around the floor and their body. <p><u>Counter Balance: counter balance in pairs</u></p> <ul style="list-style-type: none"> • To keep their tummy tight and the body straight throughout a balance when leaning in and apart when sitting. • To keep their back straight and head up when leaning in and apart when sitting. • To move smoothly and with control when leaning in and apart when sitting. • To hold onto a partner's forearms and communicate with them when leaning in and apart when sitting.
<p>Vocabulary</p>	<p>Follow: To go after someone or something, or to do what someone tells they to do. Forwards: Moving in the direction that is in front of them. Line: A straight path or mark that people can follow or stand along. Rules: Instructions that tell them what they can and cannot do in a game or activity. Stance: The way they stand, especially when they are getting ready to do something like run, jump, or throw. Still: Not moving</p>	
<p>Enrichment & wider development</p>		



Year R Spring 2 – Real Dance

Milestone LO

REAL DANCE LO: I am learning to observe and copy others.

Curriculum links:

- Master basic movements and apply these in a range of activities.
- Engage in cooperative physical activities.
- Perform dances using simple movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy Participation 	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> • To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes. • To have control means that their tummy is tight and the arms are long to help with balance. • To land smoothly when jumping means that they land through the balls of their feet and bend the knees to absorb the impact. <p><u>Partnering shapes</u></p> <ul style="list-style-type: none"> • To use their arms will help with balancing as well as to create interesting shapes. • To make standing and floor shapes with partners means that they need to move together. <p><u>Artistry Musicality</u></p> <ul style="list-style-type: none"> • To count to the beat of the music means that they find the beats in a bar. <p><u>Circles</u></p> <ul style="list-style-type: none"> • To make big circular movements means that they make big arm circles. • To jump and turn with control means that they need to squeeze the muscles to keep the body in shape and then land through the balls of their feet to absorb the impact. • A jump means moving from both feet to both feet • A turn means a rotation on the body's axis supported by one or both feet. <p><u>Partnering circles</u></p> <ul style="list-style-type: none"> • To have a strong starting and finishing position means that the audience can clearly see where a move starts and finishes. • To develop a sequence of movements means that there is a set of movements one after another. • To develop a sequence of movements with a partner means that they need to watch what their partner is doing. <p><u>Artistry</u></p> <ul style="list-style-type: none"> • To have a strong starting and finishing position means that they use their core strength to find strong, still shapes. 	<p>Know how...</p> <ul style="list-style-type: none"> • To perform movements smoothly and fluently • To perform with balance and control when holding a shape and moving between shapes and landing. • To perform a wide range of standing and floor shapes and move between them. <ul style="list-style-type: none"> • To perform different standing and floor shapes with a partner. • To maintain a secure but soft contact when in contact with a partner. <ul style="list-style-type: none"> • To count to the beat of the music • To make visible changes in movements when music changed. • To perform different shapes with control to different music. <ul style="list-style-type: none"> • To perform diverse circular moves • To land quietly and in balance during circular moves. • To maintain balance and control when turning, jumping and landing. <ul style="list-style-type: none"> • To perform movements led by circles with a partner. • To have a strong starting and finishing position. • To develop a sequence of movements with a partner.

Vocabulary	<p>Balance: To stay steady and not fall while they move or stand.</p> <p>Beat: The steady sound in music that they can clap or move to.</p> <p>Change: To do something different.</p> <p>Control: Being able to do something the way they want to.</p> <p>Direction: The way something moves or points.</p> <p>Floor shapes: Different ways their body can make shapes on the ground.</p> <p>Horizontal: Going side to side, like the horizon.</p> <p>Jump: To push themselves off the ground and into the air.</p> <p>Music: Sounds that are put together in a way that is nice to listen to.</p> <p>Partner: Someone they work or play with.</p> <p>Perform circles: To move in a round shape.</p> <p>Shape: The way something looks, like their body or something they make with their body.</p> <p>Standing shapes: Different ways their body can make shapes while standing.</p> <p>Still: Not moving or making any noise.</p> <p>Turn: To move their body around a point.</p> <p>Vertical: Going up and down.</p>
Enrichment & wider development	



Year R Summer 1 – Real PE

Milestone LO: Real PE LO: I am learning to move in different ways.

Early Learning Goals :

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Physical Cog • Coordination: Sending and Receiving • Agility: Reaction/ Response 	<p>Know that...</p> <ul style="list-style-type: none"> • Receiving means when they get an object. • A ready position means that the weight is on the balls of their feet with a wide base and they are ready to receive a ball. • In line with the ball when receiving means that the body is in line to receive the ball. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To send with good accuracy and weight they need to use a backswing and follow through when sending • To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed • Accuracy means going in the correct place. • A backswing is the movement of a bat, racket or arm in a smooth backward movement. • To get in a good 'ready position' means that they are ready to receive the ball and the weight is on the balls of their feet with a wide base. • To collect a ball safely they need to keep their eyes focused on the ball. <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • To react and move quickly they need to push off hard with their feet. • To react means to respond to an action. • To catch a ball consistently means that they catch it all the time. • To catch a ball they need to keep their head steady and watch the ball. • To slow down with control after catching means that they move their feet to get the ball. • To move their feet to get a ball instead of stretching will mean that they have more control. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use footwork to move in line with the ball when receiving • To maintain a good ready position. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To send with accuracy and weight when rolling a ball against a surface or with a partner. • To keep their eyes focused on the ball throughout when rolling a ball against a surface or with a partner. • To use a backswing and follow through when sending when rolling a ball against a surface or with a partner. • To get in a 'ready position' to receive a ball when rolling a ball against a surface or with a partner. • To collect a ball safely against a surface or with a partner. <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • To catch a ball dropped from a height. • To react and move quickly to catch a ball. • To catch a ball consistently. • To slow down with control after catching a ball.
<p>Vocabulary</p>	<p>Confidently: To do something without being afraid or unsure. Quick: To move or do something fast. React: To do something because something else happened. Receive: To get something. Roll: To move over and over, like a wheel. Throw: To make something go through the air. Travel: To move from one place to another.</p>	
<p>Enrichment & wider development</p>		



Year R - Summer 2: Real PE

Milestone LO

Real PE LO: I am learning about exercise and good health.

Early Learning Goals :

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Show an understanding of their feelings

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Health and Fitness Cog • Static Balance: Floor Work • Agility: Ball Chasing 	<p>Know that...</p> <ul style="list-style-type: none"> • When we exercise there are changes to our body like an increased heart rate and tired muscles. • An increased heart rate means that their heart beats faster. • Exercise is important for good health • Exercise strengthens our heart, lungs, bones and muscles. • Exercise helps them to develop stronger bones and muscles. • Exercise can have a positive effect on our mood and how we feel <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To keep their hands in line with their shoulders means that they are the same height and width as the shoulders. • To keep their knees in line with their hips means that they are the same width as their hips. • The hips are the part on either side of the body between the waist and the thigh. • To balance with control when changing position or balance they need to keep their tummy tight and back straight. • A mini- front support position is when their knees are in line with their hips with their feet on the floor and their arms are shoulder width apart with their hands flat on the floor. <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> • To start and stop quickly means that they do it straight away. • To start and stop quickly they need to have a good ready position and push off hard. • To collect a ball in the correct position they need to think about the timing. • To collect a ball with balance and control they need to keep their head steady and watch the ball. • To roll a ball at different speeds means how fast or slow the ball travels. 	<p>Know how...</p> <ul style="list-style-type: none"> • To explain how they feel after exercise. <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To keep their hands in line with their shoulders to maintain a balance. • To keep their knees in line with their hips to balance and hold a position. • To keep their back straight and tummy tight when changing balance or position <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> • To take up a good ready position and push off hard to start and stop quickly when chasing and collecting a ball. • To roll the ball at different speeds. • To collect a ball with balance and control.

Vocabulary	Aware: Knowing what is happening around them. Chase: To run after someone or something to catch them. Collect: To gather things together. Exercise: Moving their body to stay healthy and strong. Hold: To have something in their hands or arms. Reach: To stretch out their arm or hand to touch or grab something. Straight: Not bending or curving; in a line without any turns
Enrichment & wider development	



Year R - Summer 2: Orienteering

Milestone LO

- To understand directions & travel forwards, backwards, left & right.
- To understand that symbols in a legend represent real-world features & to transfer information on a simple map to reality.
- To understand a basic map, identifying its shapes, symbols & real-world features

Early learning goals:

- Physical Development - developing gross motor skills & spatial awareness.
- Communication & Language - communicating with their partner & acquiring new vocabulary

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <ul style="list-style-type: none"> • forwards & backwards are two opposing directions. • left & right are two opposing directions • a cube is a solid shape with six square faces. • a counter is a circular piece of plastic used for counting. • a beanbag is a bag filled with dried beans • a map can represent objects in reality • gross motor skills means the ability to control the muscles of the body for large movements • fine motor skills means the ability to make movements using the small muscles in their hands and wrists. • a map represents real-world objects. • a symbol represents a real-world feature 	<p>Know how...</p> <ul style="list-style-type: none"> • To recognise the direction of forwards, backwards, left & right. • To interpret a map legend. • To point in a given direction. • To recognise different features on a basic map using shape & size. • To use known features to locate an object on a basic map & on the ground. • To perform gross motor skills. • To perform fine motor skills (i.e. picking up & placing equipment).
Vocabulary	<p>Backwards: Moving in the opposite direction from where they want to go on an orienteering course.</p> <p>Direction: The way they need to go on a map to find their way.</p> <p>Forwards: Moving ahead towards their goal on an orienteering course.</p> <p>Key: A guide that tells them what symbols and colours mean on an orienteering map.</p> <p>Left: The side that is to their left when they're looking at an orienteering map.</p> <p>Legend: A part of the map that explains what the symbols and colours mean.</p> <p>Map: A picture of the area they're exploring, showing paths, landmarks, and where they need to go.</p> <p>Point: A specific spot on the map that they need to find during an orienteering activity.</p> <p>Right: The side that is to their right when they're looking at an orienteering map.</p> <p>Shape: The outline or form of things like hills, rivers, or buildings shown on an orienteering map.</p> <p>Symbol: Pictures on the map that show where things are or what they mean.</p>	
Enrichment & wider development		

FEDERATION

