

PE – Year 1 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

| NC objectives - areas of study | End point of area of study | Vocabulary | | |
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| <p>1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>2. Participate in team games, developing simple tactics for attacking and defending</p> <p>3. Perform dances using simple movements</p> | <p>Fundamentals (NC Objective 1)</p> <ul style="list-style-type: none"> Explore changing direction and dodging Discover how the body moves at different speeds Move with some control and balance Explore stability and landing safely Demonstrate control in take off and landing when jumping Begin to explore hopping in different directions Show co-ordination when turning a rope Use rhythm to jump continuously in a French rope <p>Team building (NC Objective 2)</p> <ul style="list-style-type: none"> Suggest ideas in response to a task Follow a simple/diagram map Communicate simple instructions and listen to others Identify when they were successful and make basic observations about how to improve <p>Yoga (NC Objective 1)</p> <ul style="list-style-type: none"> Perform balances and poses making their body tense, stretched and curled Explore poses and movements that challenge their flexibility | Basic | Adventurous | Technical |
| | | <p>Fundamentals run, safely, space, jump, hop, direction, stop, listen</p> <p>Team building Follow, team, space, travel, share, safely, path, listen</p> <p>Yoga Move, still, , travel, shape, safely</p> | <p>Fundamentals balance, skip, speed, dodge</p> <p>Team building Direction, cooperate, instructions</p> <p>Yoga Feel, listen, copy</p> | <p>Fundamentals jog, steady, hurdle, sprint, stability</p> <p>Team building solve, teamwork, lead,</p> <p>Yoga Space, pose, breath, balance, slowly, breathe, stretch</p> |

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| | <ul style="list-style-type: none"> • Explore strength whilst transitioning from one pose to another • Recognise their own feelings in response to a task or activity <p><u>Gymnastics</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Explore basic and still shapes straight, tuck, straddle, pike • Perform balances making their body tense, stretched and curled • Explore barrel, straight and forward roll progressions • Explore shape jumps including jumping off low apparatus <p><u>Dance</u> (NC Objective 3)</p> <ul style="list-style-type: none"> • Copy, remember and repeat actions to represent a theme • Explore creating their own actions in relation to a theme • Explore varying speeds to represent an idea • Explore pathways within their performances • Begin to explore actions and pathways with a partner • Begin to use counts within their performance <p><u>Target games</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Explore technique when throwing overarm towards a target • Explore technique when throwing underarm towards a target • Explore striking a ball with their hand and equipment | <p><u>Gymnastics</u> Copy, travel, space, shape, rock, over, backwards, sideways, forwards</p> <p><u>Dance</u> Move, space, safely, shape, copy,</p> <p><u>Target games</u> run, safely, space, catch, throw, team stop, tag, score, rules</p> | <p><u>Gymnastics</u> Around, through, roll</p> <p><u>Dance</u> around, sideways, forwards, backwards</p> <p><u>Target games</u> roll, team, space, kick, bounce, throw, safely, stop, listen</p> | <p><u>Gymnastics</u> Action, travel, balance, jump, direction, point, shape, speed, fast, slow, travel</p> <p><u>Dance</u> Counts, action, travel, pose, direction, speed, fast, slow, level,</p> <p><u>Target games</u> Far, aim, send, points, distance, overarm, underarm, target</p> <p><u>Fitness</u></p> |
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| | <p><u>Fitness</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Change direction whilst running • Explore balancing in more challenging activities with some success • Explore coordination through the use of equipment • Explore running at different speeds • Explore exercises using their own body weight • Explore moving for longer periods of time and identify how it makes them feel <p><u>Invasion</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Explore sending and receiving with hands and feet to a partner • Explore dribbling with hands and feet • Explore changing direction to move away from a partner • Explore tracking and move to stay with a partner • Recognise good space when playing games <p><u>Net and wall</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Explore hitting a dropped ball with a racket • Throw a ball over a net to land into the court area • Explore underarm rallying with a partner • Use the ready position to move towards a ball | <p><u>Fitness</u> Run, safely, space, jump, hop, direction, stop, listen</p> <p><u>Invasion</u> run, safely, space, catch, throw, stop, tag, score, rules</p> <p><u>Net and wall</u> safely, space, catch, throw, team stop, score, rules</p> | <p><u>Fitness</u> Balance, skip, jump</p> <p><u>Invasion</u> roll, space, kick, bounce, throw, stop, listen</p> <p><u>Net and wall</u> roll, bounce, throw, listen</p> | <p>Exercise, heart, lungs, oxygen, mood, healthy, body</p> <p><u>Invasion</u> defender, dribbling, pass, attacker, space, points, score, team</p> <p><u>Net and wall</u> ready position, partner, score, racket, net, underarm, point</p> <p><u>Athletics</u></p> |
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| | <p><u>Athletics</u> (NC Objective 1)</p> <ul style="list-style-type: none"> • Explore running at different speeds • Explore running over obstacles • Develop balance whilst jumping and landing • Explore hopping, jumping and leaping for distance • Explore throwing for distance and accuracy <p><u>Striking and fielding</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Explore striking a ball with their hand and equipment • Develop tracking and retrieving a ball for their team • Explore technique when throwing over and underarm • Develop coordination and technique when catching <p><u>Ball skills</u> (NC Objective 1, 2)</p> <ul style="list-style-type: none"> • Roll and throw with some accuracy towards a target • Begin to catch with two hands • Catch after a bounce • Track a ball being sent directly • Begin to dribble with hands and feet | <p><u>Athletics</u> Run, safely, space, jump, hop, direction, stop, listen</p> <p><u>Striking and fielding</u> run, safely, space, catch, throw, team stop, score, rules</p> <p><u>Ball skills</u> safely, space, catch, throw, team rules</p> | <p><u>Athletics</u> Balance, skip</p> <p><u>Striking and fielding</u> roll, listen</p> <p><u>Ball skills</u> roll, kick, bounce, control</p> | <p>Fast, slow, aim, far, bend, improve, hop, travel, agility, distance</p> <p><u>Striking and fielding</u> points, target, pass, hit, send, batter, bowler, fielder, strike</p> <p><u>Ball skills</u> direction, dribble, accuracy, target, ready position, coordination, tracking, send, aim</p> |
| Knowledge | | | | |

Substantive Knowledge

Autumn Term 1

Fundamentals – **How does your body moves during different exercises?**

Lesson 1 – To know the importance of balance, stability and landing safely

- Looking ahead when you land
- Show hopping and jumping movements with soft bent knees

Vocabulary: balance,

Lesson 2 – To know the difference between walking, jogging and sprinting

- Keeping a steady breath
- Moving arms faster to help you to move forward quickly
- Run on the balls of your feet

Lesson 3 – To understand how to change direction and dodge others

- Decide which direction they are going to move into
- Move your feet to change direction
- Push off in a new direction, staying on balance

Lesson 4 – To understand what movement to choose to succeed in the task

- Land on the balls of the feet to stay balanced
- Move one from foot to the other with soft bent knees
- Swing arms to help forward movement

Lesson 5 – To understand how coordination is linked to jumping

- Bend knees to help you land
- Count in time to the beat: 1, 2, 3, 4
- Keep the body upright

Lesson 6 – To understand how to skip using an individual rope

- Keep the body upright
- Lift the rope over the head to the feet
- Turn the rope from the wrists

Team Building – **How can you be a good communicator?**

Lesson 1 – To understand how to communicate and cooperate with a partner to solve challenges

- Listen to each other and share ideas
- Trust their partner will keep them safe
- Showing determination to complete the challenge

Lesson 2 – To know how to develop teamwork skills

- Communicate with others
- Listen to instructions carefully

Disciplinary Knowledge

Fundamentals

Skills – communication, balance and co-ordination, basic principles
Communication.

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles – children will develop a knowledge of what fitness is and how different body parts move when taking part in different activities.

Team building

Skills – communication, basic principles
Communication.

Children will be expected to communicate effectively with their partners

Basic principles

Children will learn how to create, change and reflect on ideas and strategies, whilst showing honesty and fair play.

- Confidence to contribute to the group

Lesson 3 – To understand how to develop communication skills

- Listen carefully to your partners instructions
- Use clear, short instructions
- Place trust in their partner to keep them safe

Lesson 4 - To understand how to use communication skills to lead a partner

- Include everyone in the group
- Listen to instructions the leader is giving
- Use short instructions to help the group

Lesson 5 – To understand how to plan to solve problems in small groups

- Listen to each other's ideas
- Work together to make decisions
- Create a plan to help the team score the most points

Lesson 6 – To know how to communicate in a group to solve challenges

- Listen to each other ideas before making plans
- Communicate with the group
- Show perseverance in the challenges

Autumn Term 2

Yoga – **How can you stay safe during balancing?**

Lesson 1 – To understand how yoga makes you feel

- Match the poses to the story
- Show focus and concentration when completing breathing exercises
- Recognising how yoga makes us feel

Lesson 2 – To understand how to copy and remember poses

- Breathing as poses are held to stretch further and stay balanced
- Working with focus
- Remembering and performing the correct action for the instruction given

Lesson 3 – To understand how to develop flexibility when holding poses

- Stretching a little further each breath
- Listen to other people's creative input
- Focus on my own actions
- Noticing their breathing when in yoga poses

Lesson 4 – To know how to develop balances when holding poses

- Focus on something still
- Using their breath to help remain stable
- Focus on their own actions and movements

Lesson 5 – To understand how to create yoga poses using a hoop

Yoga

Skills – balance and co-ordination, basic principles

Balance and co-ordination

Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Pupils will start to understand what mindfulness is and how to be aware of their body and how poses and techniques help them to connect to their body.

- Concentrating on their breathing whilst in the pose
- Focus on something when balancing
- Select and apply the poses learnt

Lesson 6 – To understand how to create a yoga flow with a partner

- Hold each pose for three breaths in and out
- Able to match the poses on the resource cards
- Identify how yoga makes me feel

Gymnastics – **Why is controlling our body important in gymnastic sequence?**

Lesson 1 – To know and explore different travelling movements

- Use different body parts to travel on
- Using high and low levels to travel
- Understanding the importance of a starting and finishing position in a sequence

counts, pose

Lesson 2 – To understand how to develop performance when linking shapes

- Squeezing muscles to make them feel hard and tense when in a shape
- Collaborating with partners to create shapes
- Improving body shapes by extending parts of the body

Lesson 3 – To understand how to develop stability and control when performing balances

- Be as still as a statue in the balance
- Hold the balance for 5 seconds
- Squeeze the muscles so they feel hard

Lesson 4 – To know how to develop technique and control when performing shape jumps

- Bend the knees when landing
- Keep looking straight ahead when landing
- Creating a sequence using different actions and remember the actions that have been included

Lesson 5 – To understand how to develop technique in the barrel, straight and forward roll

- Keep in the same shape throughout the roll
- Understand how to make shapes with their body to help them roll
- Persevere when learning new skills

Lesson 6 – To know how to link gymnastic actions to create a sequence

- Use a starting and finishing position
- Use rolls, jumps, balances and travelling movements in their sequence

Gymnastics

Skills – sequence, communication, balance and co-ordination

Sequence – children will understand the sequence in which they climb on and off apparatus. Also, children will understand how to take part in a gymnastic sequence.

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

- Select and link actions to create a sequence

Spring Term 1

Dance – **Why is counting important in Dance?**

Lesson 1 – To understand how to use counting in dance to move in time

- Count evenly to the beat
- Use clear actions
- Use levels to make the dance look interesting

Vocabulary: pose, level, balance

Lesson 2 – To know how to use pathways in my dance

- Draw the shape of the pathway as they travel
- Using a change of direction and speed to make their dance look interesting
- Using counts of 8 to help them stay in time with the music and each other

Vocabulary: shape, pathway

Lesson 3 – To understand how to create my own dance using my own actions, pathways and counts

- Discuss and share ideas with a partner to create actions
- Use counts of 8 to help then stay in time with the music and each other
- Choose their own actions to create their dance

Vocabulary – action, forwards, backwards

Lesson 4 – To understand different speeds and actions linked to a theme

- Use clear actions
- Use counts of 8 to help them stay in time with the music and each other
- Select their actions when performing

Lesson 5 – To understand how to copy, remember and repeat actions linked to a theme

- Use clear actions
- Use expression to help tell their story
- To copy and repeat actions

Vocabulary – mirror

Lesson 6 – To know how to copy, remember and repeat actions linked to a theme

- Draw the shape of the pathway as they travel
- Use levels to make the dance look interesting
- Create actions to represent a theme

Vocabulary – direction

Target Games – **How will coordination help improve accuracy?**

Lesson 1 – To understand underarm throwing towards a target

Dance

Skills – sequence, communication, performance

Sequence - children will understand the importance of sequence when following and making a dance routine using simple movement patterns.

Communication

Children will be expected to communicate effectively with their partners

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Target games

Skills – balance and co-ordination, basic principles

Balance and co-ordination

- Keep their eyes on the target
- Using their opposite hand to point to the target
- Standing with their legs split, opposite leg to throwing arm forwards

Vocabulary – target, underarm, overarm, throw, partner

Lesson 2 – To know how to throw for accuracy

- Keeping their eyes on the target
- Opposite hand to point at the target
- Stand with their legs split, opposite leg to throwing arm forwards
- Time the release of the throw

Vocabulary – accurate, distance, points, teammate

Lesson 3 – To understand how to develop underarm and overarm throwing for accuracy

- Face their body and target arm towards the target (underarm)
- Face your body side-on (overarm)
- High-5 the sky to 'stick' the throw
- The beanbag starts by the ear (overarm)

Vocabulary – send, far

Lesson 4 – To know how to throw for accuracy and distance using underarm and overarm

- Face the body and target arm towards the target
- Face their body side-on (overarm)
- Stand with their legs split, opposite leg to throwing arm forwards.

Vocabulary – score

Lesson 5 – To know how to select the correct technique for the situation

- Face their body and target arm towards the target
- Face their body side-on (overarm)
- Stand with their legs split, opposite leg to throwing arm forwards
- The beanbag starts by the ear (overarm)

Vocabulary – against

Lesson 6 – To understand how to develop throwing for accuracy and distance

- Face their body and target arms towards the target
- Face their body side-on (overarm)
- Stand with their legs split, opposite leg to throwing arm forwards
- Time the release of throw

Vocabulary – release

Spring Term 2

Fitness – Why is exercise important for your health?

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will understand the importance of following rules and how these help the game run smoother

Fitness

Skills – balance and co-ordination, competition, basic principles, Balance and co-ordination

Lesson 1 – To understand how exercise can make you feel

- Thinking carefully how exercise makes them feel
- Using kind words in feedback
- Consider ways of improving my mood

Vocabulary – exercise, safely, stop, listen, mood

Lesson 2 – To know how exercise can make you strong and healthy

- Notice carefully how their heart beat changes during exercise
- Try their hardest even when then they find it hard
- Create ideas for their partner to copy

Vocabulary – heart, run, space, jump, hop, skip, jump

Lesson 3 – To understand how exercise relates to breathing

- Notice carefully how their heart beat changes during exercise
- Suggest ideas to solve a problem
- Share their ideas and contribute to class discussion

Vocabulary – lungs, oxygen

Lesson 4 – To understand how exercise helps my brain

- Consider skills/activities which can be improved by exercise
- Understand how to score points
- Make safe decisions when working with others

Vocabulary – direction

Lesson 5 – To understand how exercise helps my muscles

- Consider carefully how muscles feel after exercise
- Explore skills before asking for help
- Understanding when and why they have succeeded

Vocabulary – balance, body

Lesson 6 – To know the importance of daily exercise

- Trying their best in the challenges that are set
- Using kind words in feedback to others
- Using key words when giving feedback

Vocabulary – healthy

Invasion – **Is learning the rules important?**

Lesson 1 – To understand the roles of defenders and attackers

- Keep the ball close to their feet using soft touches
- Pushing the ball slightly ahead of them when dribbling at speed
- Understanding when they are an attacker and a defender

Vocabulary – defender, attacker, dribbling, score, stop, listen

Lesson 2 – To understand who to pass to and why when playing against a defender

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Basic principles – children will develop a knowledge of what fitness is and how different body parts move when taking part in different activities.

Invasion

Skills – communication, performance, basic principles

Communication

Children will be expected to communicate effectively with their partners

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

- Looking where their teammate is before sending the ball
- Passing away from the defender so they cannot gain possession
- Using the inside of their foot to pass

Vocabulary – pass, rules, team, kick

Lesson 3 – To know how to move towards a goal with the ball

- Keep the ball close to them to keep control
- Keep their head up to see the defender
- Moving away from the defender and into space

Vocabulary – roll, throw, safely

Lesson 4 – To know how to support a teammate when in possession

- Move away from a defender and into space
- Point their hands in the direction of the pass
- Understand who to pass to and to keep possession

Vocabulary – bounce, catch, throw

Lesson 5 – To understand how to move into space showing an awareness of defenders

- Call to their teammate when they are free
- Look out for defenders and move into space towards their goal
- Understand where to move to and to support a teammate

Vocabulary – space, tag, run

Lesson 6 – To know how to stay with a player when defending

- Stand sideways so they can see their attacker and the ball
- Stay close to the attacker using quick changes of direction
- Recognise when their team is in defence

Vocabulary – score, points

Summer Term 1

Net and Wall – **How can you improve coordination?**

Lesson 1 – To understand how to defend space, using the ready position

- Feet hip width apart and knees bent
- Return to the ready position after each throw or roll
- Understand where to throw the ball to make it more challenging for their partner

Vocabulary – ready position, roll, partner, catch, underarm

Lesson 2 – To know how to play against an opponent and keep the score

- Say the score out loud every time someone scores a point
- Shake hands with their opponent at the end of each game
- Understand how to make it difficult for their opponent to catch the ball

Basic principles

Children will develop catching, throwing and hitting a ball with accuracy by tracking the journey of the ball.

Net and wall

Skills – communication, balance and co-ordination, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will develop catching, throwing and hitting a ball with accuracy by tracking the journey of the ball. They will also develop the basic principles of sportsmanship.

Vocabulary – score, throw, bounce

Lesson 3 – To understand how to develop control when handling a racket

- Hold the racket towards the bottom of the handle
- Keep the ball in the centre of the racket face
- Understand the changes that happen in their body when they begin to exercise

Vocabulary – racket, safely, team

Lesson 4 – To understand how to develop racket and ball skills

- Keep the ball in the centre of the racket face
- Use small movements to hit the ball
- Understand what helps them to control the ball

Vocabulary – listen, space

Lesson 5 – To know how to send a ball using a racket

- Move their feet to the ball
- Stand sideways on and push the ball back using the centre of the racket face
- Recognise how they can improve their best score

Vocabulary – stop, point

Lesson 6 – To understand and develop hitting over a net

- Finish their racket face pointing at where they want the ball to go
- Look at where the team are standing and throw or hit the ball away from them
- Understand how to make it difficult for my opponent to catch the ball

Vocabulary – net, rules

Athletics – How is challenging yourself going to improve you?

Lesson 1 – To understand how to move at different speeds for varying distances

- Run using opposite leg forward to arm
- Take bigger strides when running faster
- Use a slower pace for longer distances

Vocabulary – run, jump, fast, slow, travel, skip

Lesson 2 – To understand how to develop balance

- Jump and land with soft knees
- Keep their chest up whilst moving
- Move slowly to help maintain balance

Vocabulary – balance, bend

Lesson 3 – To understand how to develop agility and coordination

- Bend low and push off quickly to change direction
- Keep their chest up whilst moving

Athletics

Skills – balance and co-ordination, performance, competition, basic principles

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Basic principles

- Keep their feet shoulder width apart when changing direction

Vocabulary – direction, agility

Lesson 4 – To understand and explore hopping, jumping, and leaping for distance

- Bend their knees and land with control
- Look forward as they jump
- Swing their arms forward when jumping

Vocabulary – hop, distance

Lesson 5 – To know and demonstrate how to throw for distance

- Step forward with opposite foot to throwing arm
- Throw with a balanced stance
- Use an underarm throw for a short distance and an overarm throw for further distance

Vocabulary – aim, far, listen

Lesson 6 – To know and develop how to throw for accuracy

- Increase the swing of their arm to throw the beanbag further
- Point their hand at their target after they throw
- Step forward with opposite foot to throwing arm

Vocabulary – improve, safely, stop

Summer Tern 2

Striking and Fielding – **Is balance or coordination more important?**

Lesson 1 – To understand and develop underarm throwing and catching and put this into small sided games

- Point their hand where they want the ball to go
- Step forward with their opposite foot to their throwing arm
- Use two hands to collect the ball
- Watch the ball when it is coming towards them

Vocabulary – catch, throw, team, stop

Lesson 2 - To understand and develop overarm throwing

- Point their hand where they want the ball to go
- Step forwards with their opposite foot to throwing hand
- Try to tactically place the beanbag away from others to score more points

Vocabulary – fielder, batter, bowler, send

Lesson 3 – To understand and develop striking a ball with my hand and equipment

- Strike the ball using the centre of the racket
- Watch as the ball as it is coming towards you
- Try to tactically hit the ball away from others to score more points

Children will develop running techniques and start to apply them to races.
Children will develop throwing techniques and practice throwing for distance.

Striking and fielding

Skills – communication, balance and co-ordination, performance, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Basic principles

Children will develop hitting a ball as well as throwing, catching, rolling and retrieving a ball

Vocabulary – strike, hit, target

Lesson 4 – To know how to retrieve a ball when fielding

- Get in front of the ball
- Use two hands to collect the ball
- Understand the role of the fielder

Vocabulary – run, roll, score, pass

Lesson 5 – To understand how to get a batter out

- When batting, bat away from the fielders
- When fielding, retrieve the ball and send it to the bowler
- Understand the roles of the batter, bowler and fielder

Vocabulary – listen, space, points

Lesson 6 – To know the importance of decision making and understand how to score points

- Make decisions about when to run by looking at the ball and fielders
- Run around the outside of the bases after you have hit the ball
- Understand the rules of the games

Vocabulary – rules, safely

Ball Skills – **How is coordination going to help with catching?**

Lesson 1 – To know how to use control and coordination when dribbling a ball with your hands

- Use soft touches with your hands to keep good control
- Use wide fingers to move the ball
- Persevere in the challenges that are set

Vocabulary – roll, dribble, bounce

Lesson 2 – To understand and explore accuracy when rolling a ball

- Keep their eyes on the target
- Release the ball when their fingertips are pointing at their target
- Use wide fingers to control the ball

Vocabulary – accuracy, send, aim

Lesson 3 – To understand how to throw with accuracy towards a target

- Face their body and target arm towards the target
- Release the ball when their fingertips are pointing at their target
- Stand with their legs split (one in front of the other)

Vocabulary – throw, direction, balance, target

Lesson 4 – To understand how to catch with two hands

- Keep their eyes on the ball

Ball Skills

Skills – communication, balance and co-ordination, basic principles

Communication

Children will be expected to communicate effectively with their partners

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Basic principles

Children will develop hitting a ball as well as throwing, catching, rolling and retrieving a ball

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| <ul style="list-style-type: none"> - Use a ready position with knees bent, feet shoulder width apart, on your toes - Use wide fingers with little fingers together (hands-down position) <p>Vocabulary – catch, safely, ready position</p> <p>Lesson 5 – To know how to use control and coordination when dribbling a ball with your feet</p> <ul style="list-style-type: none"> - Keep the ball close to you (under their nose) - Keep their head up - Use both feet to move their ball - Use different parts of their foot (sole, toe, heel, inside, outside) <p>Vocabulary – kick, control, coordination, space</p> <p>Lesson 6 – To understand how to track a ball that is coming towards me</p> <ul style="list-style-type: none"> - Adjust your body, so that it is in line with the ball - Keep their eyes on the ball - Communicating with others in their class <p>Vocabulary – team, tracking, rules</p> | |
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Concepts

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| Mental Wellbeing | Physical Development | Challenge |
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SKILLS

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|----------|---------------|---------------------------|-------------|-------------|------------------|
| Sequence | Communicating | Balance and Co-ordination | Performance | Competition | Basic Principles |
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END OF YEAR ASSESSMENT

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| <p>Working at expected</p> <p>Fundamentals</p> <ul style="list-style-type: none"> • Pupils can change direction when moving at speed. • Pupils can recognise changes in their body when they do exercise. • Pupils can run at different speeds. • Pupils can select their own actions in response to a task. • Pupils can show hopping and jumping movements. • Pupils can work co-operatively with others to complete tasks. • Pupils show balance and co-ordination when static and moving at a slow speed. | <p>Qualities of a subject expert</p> <p>Children to be classed as an expert if they meet all working at expected. Consider as well the children’s participation in sport extra-curricular clubs both in and out of school.</p> <p>Become more competent, confident and expert in their techniques. Understand what makes a performance effective.</p> <p>Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.</p> <p>Understand and apply the long-term health benefits of physical activity.</p> |
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Team building

- Pupils can communicate simple instructions.
- Pupils can follow a simple diagram/map.
- Pupils can follow instructions.
- Pupils can listen to others' ideas.
- Pupils can suggest ideas to solve tasks.
- Pupils can work with a partner and a small group.
- Pupils understand the rules of the game.

Yoga

- Pupils can recognise change in their body when they do exercise
- Pupils can remember and repeat actions, linking poses together
- Pupils can say what they liked about someone else's flow
- Pupils can show an awareness of space when travelling
- Pupils can work with others to create poses

Gymnastics

- Pupils are confident to perform in front of others.
- Pupils can link simple actions together to create a sequence.
- Pupils can make their body tense, relaxed, stretched and curled.
- Pupils can recognise changes in their body when I do exercise.
- Pupils can remember and repeat actions and shapes.
- Pupils can say what I liked about someone else's performance.
- Pupils can use apparatus safely and wait for their turn.

Dance

- Pupils are beginning to use counts.
- Pupils can copy, remember and repeat actions.
- Pupils can move confidently and safely.
- Pupils can use different parts of the body in isolation and together.
- Pupils can work with others to share ideas and select actions.
- Pupils can choose appropriate movements for different dance ideas.
- Pupils recognise changes in their body when they do exercise.

- Pupils say what they liked about someone else's performance.
- Pupils show some sense of dynamic and expressive qualities in their dance.

Target games

- Pupils can roll a ball towards a target.
- Pupils can use an underarm throw aiming towards a target.
- Pupils can use an overarm throw aiming towards a target.
- Pupils understand what good technique looks like.
- Pupils can recognise changes in their body when they do exercise.
- Pupils can work co-operatively with a partner.

Fitness

- Pupils can change direction when running.
- Pupils can recognise changes in their body when they do exercise.
- Pupils can run at different speeds.
- Pupils can show hopping and jumping movements.
- Pupils show co-ordination when trying hula hoop skills.
- Pupils try their hardest to keep working over longer periods of time.
- Pupils use co-ordination to turn a skipping rope.
- Pupils work with others to turn a rope.

Invasion

- Pupils are beginning to dribble a ball with their hands and feet.
- Pupils can change direction to move away from a defender.
- Pupils can recognise space when playing games.
- Pupils can send and receive a ball with hands and feet.
- Pupils can use simple rules to play fairly.
- Pupils know when they were successful.
- Pupils move their feet to stay with another player when defending.

- Pupils recognise changes in their body when they do exercise.
- Pupils understand when they are a defender and when they are an attacker.

Net and wall

- Pupils can hit a ball using a racket.
- Pupils can throw a ball to land over the net and into the court area.
- Pupils can track balls and other equipment sent to them.
- Pupils can use a ready position to move to the ball.
- Pupils know how to score points.
- Pupils recognise changes in their body when they do exercise.
- Pupils show honesty and fair play when playing against an opponent.

Athletics

- Pupils are able to throw towards a target.
- Pupils are beginning to link running and jumping movements.
- Pupils are beginning to show balance and co-ordination when changing direction.
- Pupils are developing over arm throwing.
- Pupils can recognise changes in their body when they do exercise.
- Pupils can run at different speeds.
- Pupils can work with others and make safe choices.
- Pupils try their best.
- Pupils understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

Striking and fielding

- Pupils can catch a beanbag and a medium-sized ball.
- Pupils can recognise changes in their body when they do exercise.
- Pupils can roll a ball towards a target.
- Pupils can strike a ball using their hand.
- Pupils can track a ball that is coming towards them.
- Pupils know how to score points.

- Pupils can play fairly against an opponent.
- Pupils understand the rules and they are beginning to use these to play fairly.
- Pupils understand when they are successful.

Ball Skills

- Pupils are beginning to catch with two hands.
- Pupils are beginning to dribble a ball with their hands and feet.
- Pupils are beginning to understand simple tactics.
- Pupils can recognise changes in their body when they do exercise.
- Pupils can roll and throw with some accuracy towards a target.
- Pupils can say when someone was successful.
- Pupils can track a ball that is coming towards me.
- Pupils can work co-operatively with a partner.