| **Year 1**  |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Dance**  | 1 | Move like an animal |  PhysicalTo create movements to resemble a specific theme/ character.ThinkingTo describe and identify which movements accurately and expressively represent their animal, giving reasons why particular actions have been chosen.Social and Emotional Learning ObjectivesTo discuss what skills they can use within a game or activity. | Movementcollaboratively Theme CharacterBeat |
| 2 | Work collaboratively to use accurate movements to represent an animal  | PhysicalTo create movements to resemble a specific theme/ character.ThinkingTo describe and identify which movements accurately and expressively represent their animal, giving reasons why particular actions have been chosen.Social and Emotional Learning ObjectivesChildren will recognise different ideas that are being used and use them to help improve their own performance |
| 3 | Learn and develop a sequence of movements which will link together to represent the life cycle of a plant. | PhysicalTo use different levels within a dance to help portray a character / story.ThinkingTo know what a Level is and why we include them in a dance routine.Social and Emotional Learning ObjectivesChildren will recognise different ideas that are being used and use them to help improve their own performance. |
| 4 | To learn a set dance and be able to remember and repeat it.  | PhysicalTo remember and repeat a short movement phrase in time with the beat and other group members.ThinkingTo describe an action that is used in the movement phrase and identify how the action can be performed with more precise timing.Healthy Active LifestyleTo know the position of the heart and how dance and exercise affects heartbeat, giving a basic explanation of why changes occur. |
| 5 | Changing speeds | PhysicalTo perform movements at different speeds to help tell a story.ThinkingTo describe the different speeds used in the dance and explain why they have been used.Healthy Active LifestyleTo give a basic explanation of why breathing rate increases with exercise. |
|  | 6 | To adapt and apply learning to create a similar dance. | PhysicalTo know a range of expressions, moods and feelings and use a selection in the dance to help complete the story.ThinkingTo describe how dance makes them feel and how different feelings can be shown through dance.Healthy Active LifestyleTo know how to get heart and breathing rate back to normal after exercise. |
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| **Gymnastics**  | 1 | Gymnastic shapes | PhysicalTo develop strength and flexibility when performing a range of basic gymnastics shapes.ThinkingTo demonstrate and discuss basic gymnastics actionsSocial and EmotionalTo explain what skills and ideas have worked well. | Tuck, straight, straddle, pike, star, determination, balance, gymnastics. |
| 2 | Exploring movement | PhysicalTo move confidently, using changes in speed, level and direction and combine different ways of travelling.ThinkingTo discuss and demonstrate how to change speed and direction to avoid others and find space.Social and EmotionalTo explain what skills and ideas have worked well. |
| 3 | Jumping | PhysicalTo show control and balance when performing a range of jumpsThinkingTo describe what they have seen using appropriate languageSocial and EmotionalTo explain what skills and ideas have worked well |
| 4 | Balances  | PhysicalTo perform and link different balances with control and strengthThinkingTo copy the performance of another childHealthy Active LifestylesTo move apparatus safely |
| 5 | Rocking  | PhysicalTo develop a range of different rocking actionsThinkingTo describe actions and movements in more detail.Healthy Active LifestylesTo explain what their body feels like when tensed. |
| 6 | Rolling  | PhysicalTo perform a forward roll and combine it with a range of other shapes actions and movements in a sequence.ThinkingTo remember and repeat short sequences of movements.Healthy Active LifestylesTo explain how their body feels during relaxation. |
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| **Games** | 1 | Agility  | PhysicalTo move with control, changing direction and speed when playing avoiding and chasing games.ThinkingTo identify space and move into it when playing chasing and avoiding games.To discuss what skills they can use within a game.Social and EmotionalChildren will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game. |  |
| 2 | Catching and dribbling | PhysicalTo demonstrate good coordination when using hands to pass a ball around the bodyThinkingTo change skills in response to what a partner or opponent is doing.To identify good examples of skills and copy themSocial and EmotionalChildren will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game |
| 3 | Throwing and catching | PhysicalTo accurately throw a ball or bean bag to catch themselves.ThinkingTo understand the importance of working together as a team.To identify different ideas that are used within a game.Social and EmotionalTo discuss what they have achieved within a game. |  |
| 4 | Coordination  | PhysicalTo receive (rolling and throwing) a ball or bean bag consistently.ThinkingTo use basic tactics for attacking and defending.To watch a game and describe what is happening or has happened.Healthy Active LifestyleTo explain how practising their skills and playing games can make them feel warmer. |  |
| 5 | Throwing and catching  | PhysicalTo use an underarm throw to accurately send a ball or bean bag to a partner or at a target.ThinkingTo defend a target or an area.To explain what skills and ideas have worked well.Healthy Active LifestyleTo explain how practising their skills and playing games can make them feel warmer. |  |
| 6 | Throwing and catching in a game situation  | PhysicalTo move into a good position to catch or stop a bouncing or non-bouncing ball.ThinkingTo understand an invasion type game involves attacking the opponents’ area and defending their own.To use different ideas they have seen to help them improve within a game.Healthy Active LifestyleTo describe how their body feels when they are exercising |  |
|  | 7 | Dribbling  | PhysicalTo use feet accurately to move a ball around an area.ThinkingTo know how to score points and that the team or individual with the most points will win.To explain how practising their skills and playing games can make them feel warmer.Healthy Active LifestyleTo describe how their body feels when they are exercising |  |
| 8 | Kicking | PhysicalTo kick a ball to a partner or at a target with accuracy and control.ThinkingTo understand that they can work cooperatively and competitively with a partner.Healthy Active LifestyleTo describe how their body feels before starting, during and after a PE lesson. |  |
| 9 | Striking  | PhysicalTo use a racket to move with a ball (on the racket and on the ground).ThinkingTo make it easier for themselves and their team mates to score.Healthy Active LifestyleTo describe how their body feels before starting, during and after a PE lesson. |  |
|  | 10 | Striking  | PhysicalTo use a racket accurately to strike a ball to a partner including in a cooperative rally.ThinkingTo make a game hard for an opponent by sending a ball into space.Healthy Active LifestyleTo describe how their body feels before starting, during and after a PE lesson. |  |

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| **Athletics**  | 1 | Running | PhysicalTo improve children’s running technique.ThinkingTo describe the correct technique and help improve a partner’s performance.Social and EmotionalChildren will talk about how they can score more points and whether they have beaten their personal best. | Stamina, agility, pace |
| 2 | Running | PhysicalTo know what pace means and to perform the correct running technique when travelling at different pacesThinkingTo select the correct pace for a short and long-distance raceSocial and EmotionalChildren will talk about how they can score more points and whether they have beaten their personal best |  |
| 3 | Agility  | PhysicalTo move confidently using changes in speed and direction.w what pace means and to perform the correct running technique when travelling at different pacesThinkingTo know when to change speed to maintain control when changing direction |  |
| 4 | Coordination  | PhysicalTo improve children’s control and coordination when handling equipmentThinkingTo select the speed at which they are going to travel and perform exercises to keep control of the equipment.Social and EmotionalChildren will talk about how they can score more points and whether they have beaten their personal best. |  |
| 5 | Throwing and catching  | PhysicalTo know and perform the basic technique for the underarm throw.ThinkingTo know how much power to apply to the throw depending upon the distance of the target.Healthy Active LifestyleTo understand and talk about why it is good for them to take part in physical activity. |  |
| 6 | Developing accuracy when throwing  | PhysicalTo throw a variety of objects with increasing accuracy into or at a target.ThinkingTo select the appropriate amount of power to reach a target.Healthy Active LifestyleTo understand why they become out of breath during exercise. |  |
|  | 7 | Jumping | PhysicalTo know how to land safely, with control and balance, when performing a range of jumps.ThinkingTo select the appropriate jump which allows them to jump the furthest.Healthy Active LifestyleTo identify which type of movements (slow, medium or fast) have the greatest effect on our heartbeat |  |
|  | 8 | Jumping  | PhysicalTo further develop children’s jumping technique.ThinkingTo link jumps together to achieve a greater distance.Healthy Active LifestyleChildren will talk about how they can score more points and whether they have beaten their personal best |  |
|  | 9 | Competition  | PhysicalTo use the skills covered in the unit in a competitive activity/ series of activities.ThinkingTo follow the basic rules for the different events.Healthy Active LifestyleChildren will talk about how they can score more points and whether they have beaten their personal best |  |

 \*ongoing skill throughout year