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

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

\*ongoing skill throughout year