

## Physical Education

Throughout the year the children will cover a variety of aspects of the PE curriculum to ensure all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

<b>Autumn 1</b>	<p>Games –Fundamentals of movement – Sports coaches</p> <ul style="list-style-type: none"> <li>• To move safely and actively about the space</li> <li>• To move actively and safely about the space when using equipment</li> </ul> <p>Gym – YR/Y1 – Travelling (Unit A YR)</p> <ul style="list-style-type: none"> <li>• To travel with control in a variety of ways</li> <li>• To show an awareness of contrasts in speed and level</li> <li>• To show an awareness of space and share space safely</li> <li>• To know, understand and show safe use of apparatus</li> </ul> <p>Gym – Y1/Y2 – Points and patches (Unit E Y1)</p> <ul style="list-style-type: none"> <li>• To travel confidently and competently on different parts of the body including hands</li> <li>• To hold still balance positions on large or small body parts</li> <li>• To link two balances together</li> <li>• To adapt floorwork safely onto apparatus</li> </ul>
<b>Autumn 2</b>	<p>Games – Throwing and catching – Sports coaches</p> <ul style="list-style-type: none"> <li>• To know and show different ways of using a ball</li> <li>• To understand how to use apparatus for its intended purpose</li> <li>• To throw and catch using a range of apparatus</li> <li>• To understand the concept of aiming games</li> </ul> <p>Dance – Yr/Y1 – March, March, March and Jack and the Beanstalk (Unit 2 Y1)</p> <ul style="list-style-type: none"> <li>• Perform simple rhythmic patterns and perform them in different formations</li> <li>• Talk about how they felt after dancing</li> <li>• Be able to talk about the dances and why they liked them, using a range of words</li> <li>• Turn, jump and travel in different ways and use gesture, shape and stillness</li> <li>• Copy, remember and repeat simple dance phrases</li> </ul> <p>Dance – Y1/Y2 – The cat, Balloons, Reach for the stars (Unit 1 Y2)</p> <ul style="list-style-type: none"> <li>• Use different levels, directions and speeds</li> <li>• Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses</li> <li>• Choose appropriate movements to convey the dance idea</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a dance using a range of basic actions</li> <li>• Talk about the dance and why they liked it, using appropriate vocabulary</li> </ul>
<p><b>Spring 1</b></p>	<p>Games – Ball skills – Sports coaches</p> <ul style="list-style-type: none"> <li>• To steer and send a ball safely in different directions using a bat</li> <li>• To improve the co-ordination, control and consistency of their actions</li> <li>• To use and vary simple tactics</li> </ul> <p>Gym – YR/Y1 – Points and patches (Unit E Y1)</p> <ul style="list-style-type: none"> <li>• To travel confidently and competently on different parts of the body including hands</li> <li>• To hold still balance positions on large or small body parts</li> <li>• To link two balances together</li> <li>• To adapt floorwork safely onto apparatus</li> </ul> <p>Gym Y1/2 – Parts high and parts low (Unit H Y2)</p> <ul style="list-style-type: none"> <li>• To travel and balance confidently showing different parts of the body high or low</li> <li>• To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed</li> <li>• To link three movements together smoothly in a planned sequence</li> <li>• To adapt and transfer work safely from the floor to the apparatus</li> </ul>
<p><b>Spring 2</b></p>	<p>Games – Net and Wall games – Sports coaches</p> <ul style="list-style-type: none"> <li>• To develop and extend their sending and receiving skills</li> <li>• To know rules for a game</li> <li>• To develop simple group tactics</li> <li>• To move actively and safely about the space and in teams</li> </ul> <p>Dance – YR/Y1 – Follow my feet, Hickory, Dickory Dock (Unit 1 YR)</p> <ul style="list-style-type: none"> <li>• Travel on feet in a variety of ways including giant strides, fairy steps, marching, skipping, creeping and galloping</li> <li>• Recognize repeated sounds and sound patterns and match movements to music</li> <li>• Express moods and feelings</li> <li>• Respond to a range of percussion, voice and taped music</li> <li>• Recognise and make long, wide and ball-shapes with their bodies</li> <li>• Use quick and slow movements</li> </ul> <p>Dance Y1/Y2 – March, March, March and Jack and the Beanstalk (Unit 2 Y1)</p> <ul style="list-style-type: none"> <li>• Perform simple rhythmic patterns and perform them in different formations</li> <li>• Talk about how they felt after dancing</li> <li>• Be able to talk about the dances and why they liked them, using a range of words</li> <li>• Turn, jump and travel in different ways and use gesture, shape and stillness</li> <li>• Copy, remember and repeat simple dance phrases</li> </ul>

<p><b>Summer 1</b></p>	<p>Games – Striking games – Sports coaches</p> <ul style="list-style-type: none"> <li>• To develop and extend their sending and receiving skills</li> <li>• To know rules for a game</li> <li>• To develop simple group tactics</li> <li>• To move actively and safely about the space and in teams</li> </ul> <p>Gym – YR/Y1 – Stretching and curling (Unit B YR)</p> <ul style="list-style-type: none"> <li>• To travel and balance with control when holding stretched or curled shapes</li> <li>• To stop and start on a given signal and share space safely</li> <li>• To show an awareness of contrasts in level</li> <li>• To link two movements together</li> </ul> <p>Gym – Y1/Y2 – Flight, Bouncing, Jumping and landing (Unit D Y1)</p> <ul style="list-style-type: none"> <li>• To bounce, hop, spring and jump using a variety of take offs and landings</li> <li>• To observe, recognize and copy different body shapes</li> <li>• To link together two or more actions with control and be able to repeat them</li> <li>• To describe what they see using appropriate vocabulary</li> </ul>
<p><b>Summer 2</b></p>	<p>Athletics – Sports coaches or Val S Unit 1</p> <ul style="list-style-type: none"> <li>• To remember and repeat a series of running, throwing and jumping activities with growing control</li> <li>• Familiarise themselves with equipment and use it appropriately</li> <li>• To practice key skills for sports day- skipping, running, balancing, jumping</li> </ul> <p>Dance – YR/Y1 – Wriggling William and Angry Elephant (Unit 2 YR)</p> <ul style="list-style-type: none"> <li>• Travel using different parts of their bodies</li> <li>• Recognize and use gesture</li> <li>• Travel on winding and twisting pathways and in different directions</li> <li>• Move on high and low levels</li> <li>• Travel lightly and heavily on their feet and recognize the difference</li> </ul> <p>Dance Y1/Y2 – Friends, Bubbles and Shadows (Unit 2 Y2)</p> <ul style="list-style-type: none"> <li>• Understand and perform simple basic travelling stills on feet</li> <li>• Use change of direction</li> <li>• Work co-operatively in pairs to create a dance</li> <li>• Understand and show the difference between sad and happy movements</li> <li>• Recognize that dance is active and that changes occur in their bodies</li> </ul>