

Physical Education KS1

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.

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| Autumn 1 | <p>Games –Fundamentals of movement</p> <ul style="list-style-type: none"> • To move safely and actively about the space • To move actively and safely about the space when using equipment <p>Gym – YR/Y1 – Wide, Narrow, Curled (Unit G Y1)</p> <ul style="list-style-type: none"> • To travel, balance and jump confidently showing a variety of body shapes • To understand and demonstrate contrasts in level and shape • To observe, copy and describe what others are doing • Select and link together three different movements <p>Gym – Y1/Y2 – Pathways, straight, zig-zag and curving (Unit 1 Y2)</p> <ul style="list-style-type: none"> • To travel confidently and competently in different ways and on different body parts • To understand and create different pathways and move in different directions • To link together three different movements showing contrasts in speed and level • Perform a limited range of skills with a partner |
| Autumn 2 | <p>Games – Throwing and catching</p> <ul style="list-style-type: none"> • To know and show different ways of using a ball • To understand how to use apparatus for its intended purpose • To throw and catch using a range of apparatus • To understand the concept of aiming games <p>Dance – YR/Y1 – The rainbow fish and we're going on a bear hunt (Unit 4 Y1)</p> <ul style="list-style-type: none"> • Perform the basics actions with increasing control • Choose appropriate dance actions and phrases to convey the meaning of the story • Rehearse their dance to perform it with quality and style • Remember and repeat simple actions to make up the dance idea • Perform basic dance actions of travelling, turning, gesture, shape, jumping and stillness <p>Dance – Y1/Y2 – Fog and sunshine, Washing day, Handa's Surprise (Unit 3 Y1)</p> <ul style="list-style-type: none"> • Travel smoothly by rolling and sliding • Change and vary actions – understand and demonstrate the contrasting dynamic elements of heavy and light • Perform the basic actions with increasing control • Explore actions in response to the stimuli |

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| Spring 1 | <p>Games – Ball skills</p> <ul style="list-style-type: none"> • To steer and send a ball safely in different directions using a bat • To improve the co-ordination, control and consistency of their actions • To use and vary simple tactics <p>Gym – YR/Y1 – Travelling taking weight on different body parts (Unit C YR)</p> <ul style="list-style-type: none"> • To travel with control on different body parts • To show an awareness of different speeds and levels • Link movements together • To safely transfer work from the floor to apparatus <p>Gym – Y1/Y2 – Wide, Narrow, Curled (Unit G Y1)</p> <ul style="list-style-type: none"> • To travel, balance and jump confidently showing a variety of body shapes • To understand and demonstrate contrasts in level and shape • To observe, copy and describe what others are doing • Select and link together three different movements |
| Spring 2 | <p>Games – Net and Wall games</p> <ul style="list-style-type: none"> • To develop and extend their sending and receiving skills • To know rules for a game • To develop simple group tactics • To move actively and safely about the space and in teams <p>Dance – YR/Y1 – The scarf, painting patterns and the Hungry Caterpillar (Unit 4 YR)</p> <ul style="list-style-type: none"> • Recognise and show wide, thin and ball shapes • Jump and land with control • Recognise and use light, rising and sinking movements • Repeat short phrases of movement • Follow and copy a partner • Make patterns in the air and on the floor • Recognise and use curled and stretched shapes, both in a stationary position and on the move <p>Dance – Y1/Y2 – Words and word messages and The Three little pigs (Unit 3 Y2)</p> <ul style="list-style-type: none"> • Work co-operatively in pairs or small groups • Change and vary actions • Use a variety of basic actions to create their dance, turning, jumping, gesture, shape, stillness and travelling • Be able to follow a narrative |
| Summer 1 | <p>Games – Striking games</p> <ul style="list-style-type: none"> • To develop and extend their sending and receiving skills • To know rules for a game • To develop simple group tactics • To move actively and safely about the space and in teams <p>Gym – YR/Y1 – Flight, bouncing, jumping and landing (Unit D Y1)</p> |

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| | <ul style="list-style-type: none"> • To bounce, hop, spring and jump using a variety of take offs and landings • To observe, recognize and copy different body shapes • To link together two or more actions with control and be able to repeat them • To describe what they see using appropriate vocabulary <p>Gym – Y1/Y2 – Turning, spinning and twisting (Unit J Y2)</p> <ul style="list-style-type: none"> • To turn, spin and twist on different body parts, showing control and co-ordination • To understand that one part of the body must be 'fixed' • To create a twist, to link together three movements showing contrasts in speed and level • To use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus |
| Summer 2 | <p>Athletics – Sports coaches or Val S Unit 2</p> <ul style="list-style-type: none"> • To remember and repeat a series of running, throwing and jumping activities with growing control • Familiarise themselves with equipment and use it appropriately • To practice key skills for sports day- skipping, running, balancing, jumping <p>Dance – YR/Y1 – Streamers, conkers and playing with a ball (Unit 1 Y1)</p> <ul style="list-style-type: none"> • Make rounded, wide and thin shapes with their bodies • Draw rounded and spiky shapes in the air • Move in different directions and high and low • Travel rhythmically on feet, hopping and skipping • Move and freeze with control and co-ordination • Recognize and respond to changes in music <p>Dance – Y1/Y2 – The rainbow fish and we're going on a bear hunt</p> <ul style="list-style-type: none"> • Perform the basics actions with increasing control • Choose appropriate dance actions and phrases to convey the meaning of the story • Rehearse their dance to perform it with quality and style • Remember and repeat simple actions to make up the dance idea • Perform basic dance actions of travelling, turning, gesture, shape, jumping and stillness |