



Curriculum Coherence – Year 1 - PE

Term 1

Mr Tilbury – Multi Skills (baseline)
Class teacher – Throwing/catching, Handball

School games values



Prior learning – ELG Physical development - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

NC - 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. participate in team games, developing simple tactics for attacking and defending.

INTENT

IMPLEMENTATION

IMPACT

KNOWLEDGE

Multiskills

How to make space.
How to throw and catch accurately.
Running/jogging.

Throwing/catching

The difference between an underarm and overarm throw.
How to aim to hit a target.
The correct stance for throwing underarm or overarm.

Handball

How to find a space in a game.
How to dribble.
How to pass.
How to defend.

Questioning

How do you stand to throw?
How do you stand to catch?

Challenge

Throwing further distances, one hand catching, team leaders.

Support

Paired with an expert learner, closer distances to throw and catch.

ACTIVITIES

Multiskills

Baseline assessment of basic skills including – running, throwing, catching, moving in different ways and at different speeds, spatial awareness and hand-eye coordination.

Throwing/Catching

A variety of activities and games to focus on throwing and catching and starting to build on accuracy towards a target or partner as well as ensuring they have the correct stance for different types of throws and when ready to catch.

Handball

Passing the ball accurately and using catching skills to stop interception.
Moving into a space to enable accurate passing and catching.
Using a variety of passes – chest pass, overhead pass, bounce pass.
Defending and intercepting the ball.
Working as a team to play a game.

OUTCOMES

Multiskills

PUPILS will know

How to develop their skills in a variety of games and activities.

will be able to

Show skills they already have and work on what they need to improve.

will understand

How to improve skills that they are not as proficient in.

Throwing/Catching

PUPILS will know

How to stand correctly in order to throw and catch accurately.

will be able to

Throw using both underarm and overarm towards a given target.

will understand

The difference between an underarm and overarm throw.

Handball

PUPILS will know

how to play a game of handball.

will be able to

use a variety of passes accurately.

will understand

the importance of teamwork.

VOCABULARY

Multiskills

Space, throw, catch, jog, run, sprint

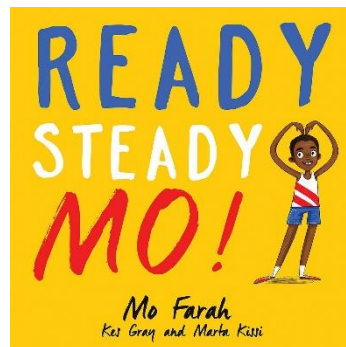
Throwing/catching

Throw, catch, underarm, overarm, accurate, stance.

Handball

Chest pass, overhead pass, bounce pass, catch, defend, intercept.

READING



LINKS

Science – the human body.
Maths – counting and directional language.
All about me

VALUES

Co-operation, honesty, sharing, determination, excellence

SKILLS

Multiskills

Hand-eye coordination, jogging, walking, throwing, catching.

Throwing/catching

Underarm/overarm throwing/catching accurately.

Handball

NEXT STEPS IN LEARNING

Multiskills

Children to identify what skills they personally need to improve on.




Throwing/catching

Reviewed against National Curriculum across KS1/2.


Handball

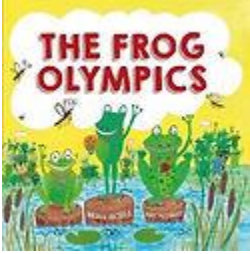
Use the learnt skills to play a new game (Basketball in Year 2).

accurate passing, developing hand eye coordination and spatial awareness.		KS2 NC - use running, jumping, throwing and catching in isolation and in combination
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Curriculum Coherence – Year 1 - PE 		
Term 2	Mr Tilbury – Gym, Class teacher – Dance, SAQ (Speed, agility, quickness).	
School games values 	Prior learning - ELG Physical development - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. NC - 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. perform dances using simple movement patterns	
INTENT	IMPLEMENTATION	IMPACT
<u>KNOWLEDGE</u> Gym How to carry and place apparatus safely. How to move confidently and in a variety of different ways. Copy and create movement and shapes. <i>Dance (BBC schools' radio programmes – The greedy zebra and Room on the Broom)</i> Master basic movements including running and jumping. Develop balance, agility and co-ordination. Perform dances using simple movement patterns. SAQ Understand the meaning of the words speed, agility and quickness. How to stay balanced when using a variety of equipment and in different exercises. What spatial awareness is. <u>Questioning</u> Question what different shapes and jumps look like before starting. <u>Challenge</u> Expert learners leading groups and warm up activities. <u>Support</u> Paired with an expert learner, TA to help closer demonstrations.	<u>ACTIVITIES</u> Gym <ul style="list-style-type: none"> Floor activities – practicing a range of skills using mats/balances. Performing – in small groups. Adding jumps and leaps between moves. Apparatus – using apparatus safely. Dance <ul style="list-style-type: none"> 3x lessons on The Greedy Zebra: <ol style="list-style-type: none"> Focus on a variety of movements, levels and stretches, sequencing how the fire started, spread and was put out 3rd lesson – put all moves together and perform and evaluate. 3x lessons on Room on the Broom: <ol style="list-style-type: none"> Using moves learnt in previous lessons and applying this to move and act like different animals 3rd lesson – put moves together and perform and evaluate. SAQ Use of circuit mats and other indoor athletic equipment to improve children's speed, agility and quickness. 	<u>OUTCOMES</u> Gym <u>PUPILS will know</u> how to be safe when doing gymnastics. <u>will be able to</u> complete a variety of shapes, jumps and movements. <u>will understand</u> how to use their body in gymnastics. SAQ <u>PUPILS will know</u> what SAQ stands for. <u>will be able to</u> expand on their skills in these 3 areas. <u>will understand</u> how short bursts of exercise affect their body Dance <u>PUPILS will know</u> How to move round the room in different ways, including running, jumping and leaping. How to sequence a story through dance. <u>will be able to</u> Control their body movements and use balance to tell a story/act like different animals. <u>will understand</u> How to follow feedback from peers to improve performance.
<u>VOCABULARY</u> Gym Move, travel, jump, shape, roll Dance Move, shape, balance, coordination.	<u>READING</u>	<u>LINKS</u> Fantastic Beasts Fairytales/Traditional stories. Science – the human body Music

<p>SAQ Sprint, jump, turn, twist, footwork, speed.</p>		<p>SMSC Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p>VALUES Co-operation, honesty, sharing, determination, excellence</p>
<p>SKILLS Gym Travelling, rolling, mounting, dismounting, creating shapes, jumping. Dance Develop balance, agility and coordination. SAQ Moving into a space, be more agile, move quickly but carefully, keep balance.</p>		<p>NEXT STEPS IN LEARNING KS2 NC: <i>Develop flexibility, strength, technique, control and balance.</i> <i>Perform dances using a range of movement patterns.</i> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>

<h2 style="margin: 0;">Curriculum Coherence – Year 1 - PE</h2>		
<p>Term 3</p>	<p>Mr Tilbury – Athletics, Cricket Class Teacher – Athletics, Orienteering</p>	
<p>School games values</p> 	<p>Prior learning - ELG Physical development - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>NC - 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 participate in team games, developing simple tactics for attacking and defending</p>	
<p>INTENT</p>	<p>IMPLEMENTATION</p>	<p>IMPACT</p>
<p>KNOWLEDGE Cricket The rolls of the fielders, batter and bowler. How to score a run. How to accurately bat the ball. Team work when fielding. Safety rules. Athletics Use a combination of skills learnt over the year in preparation for sports day including: Master basic movements including running, jumping and throwing . Develop agility, balance and coordination. Recognise the importance of exercise. Orienteering Working as a team. Directional vocabulary – forwards, backwards, left, right. Map work</p>	<p>ACTIVITIES Cricket Batting practice – how to grip the bat, how to stand, keeping their eyes on the ball, how to create power, following through after hitting. Fielding – how to move into space and spread out, correct stance ready to catch (eyes on the ball, hands out cupped, knees bent). Bowling – using knowledge of underarm through and allowing a bounce. Athletics Complete a variety of skills learnt over the year and learn how to score points in different events in preparation for sports day. Target throwing, running, hurdles, speed bounce, finders keepers, javelin, long jump, sprinting. Orienteering Recognise where they are on a map and identify key locations. Sketch a given location. Problem solving and use logic. Use directional language to guide teammates/partners. Work cooperatively.</p>	<p>Cricket PUPILS will know what the roles of a batter, bowler and fielders are. will be able to strike the ball accurately. will understand how to use skills in a game. Athletics PUPILS will know how to use their skills to score points in a variety of events. will be able to recognize their own strengths and what they need to improve on. will understand the importance of exercising regularly. Orienteering PUPILS will know how to problem solve, use logic and work cooperatively. will be able to understand maps, direction language and how to guide somebody else.</p>

<p><u>Questioning</u> Ask children to show what they know, question stances and techniques before demonstrating.</p> <p><u>Challenge</u> Expert learners leading groups and warm up activities.</p> <p><u>Support</u> Paired with an expert learner, TA to help closer demonstrations.</p>		<p><u>will understand</u> the importance of clear instructions and team work.</p>
<p><u>VOCABULARY</u></p> <p><u>Cricket</u> Coordination, bat, field, bowl, strike, run, out.</p> <p><u>Athletics</u> Sprint, throw, accurate, jump.</p> <p><u>Orienteering</u> Map, location, problem solve, logic, direction, cooperate.</p>		<p><u>LINKS</u> Maths - directional vocabulary. Art/Geography - sketching a map.</p> <p><u>SMSC</u> Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p><u>VALUES</u> Co-operation, honesty, sharing, determination, excellence</p>
<p><u>SKILLS</u></p> <p><u>Cricket</u> Batting, fielding, bowling.</p> <p><u>Athletics</u> Running, throwing, jumping.</p> <p><u>Orienteering</u> Map work, directional language, team work.</p>		<p><u>NEXT STEPS IN LEARNING</u></p> <p><i>KS2 NC:</i> <i>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</i> <i>Develop flexibility, strength, technique, control and balance.</i> <i>Use running, jumping, throwing and catching in isolation and in combination.</i> <i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>