



# Curriculum Coherence – Year 1 - PE

Term 1	<p>Mr Tilbury – Multi Skills (baseline) Class teacher – Throwing/catching, Handball</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>
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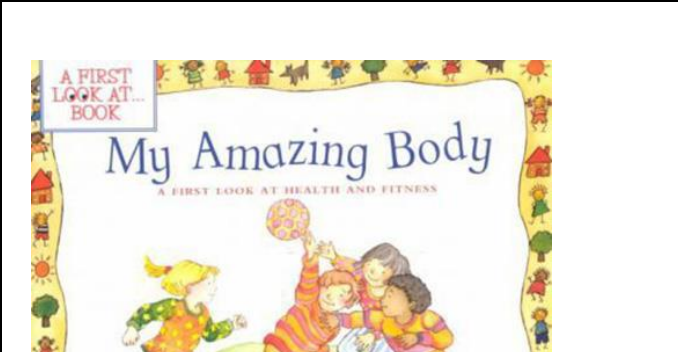
INTENT	IMPLEMENTATION	IMPACT
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**KNOWLEDGE**  
**Multiskills**  
How to make space.  
How to throw and catch accurately.  
Running/jogging.  
**Throwing/catching**  
The difference between an underarm and overarm throw.  
How to aim to hit a target.  
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.

**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.

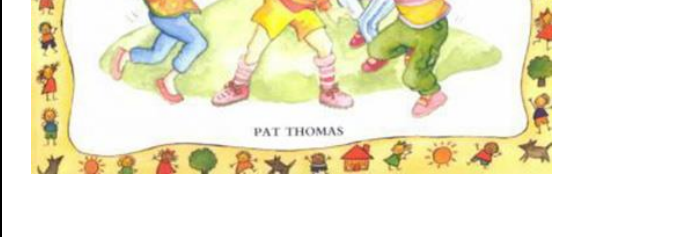
**OUTCOMES**  
**Multiskills**  
**PUPILS will know**  
How to develop their skills in a variety of games and activities.  
**will be able to**  
Show skills they already have and work on what they need to improve.  
**will understand**  
How to improve skills that they are not as proficient in.  
  
**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.





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

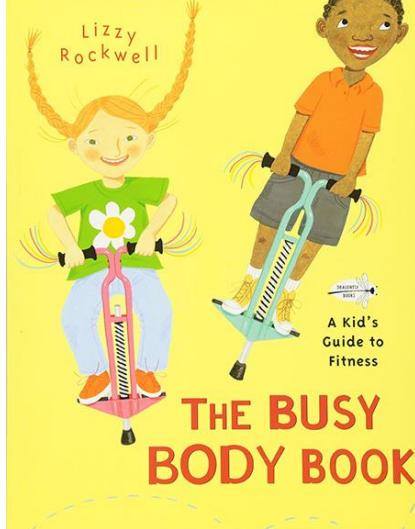
**SKILLS**  
**Multiskills**  
Hand-eye coordination, jogging, walking, throwing, catching.  
**Throwing/catching**  
Underarm/overarm throwing/catching accurately.  
**Handball**




**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**

accurate passing, developing hand eye coordination and spatial awareness.		Use the learnt skills to play a new game (Basketball in Year 2).  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).	
	<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.</p> <p>perform dances using simple movement patterns</p>	
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b> <b>Gym</b> How to carry and place apparatus safely. How to move confidently and in a variety of different ways. Copy and create movement and shapes.</p> <p><b>Dance (BBC schools' radio programmes – The greedy zebra and Room on the Broom)</b> Master basic movements including running and jumping. Develop balance, agility and co-ordination. Perform dances using simple movement patterns.</p> <p><b>SAQ</b> 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.</p>	<p><b>ACTIVITIES</b> <b>Gym</b></p> <ul style="list-style-type: none"> <li>Floor activities – practicing a range of skills using mats/balances .</li> <li>Performing – in small groups .</li> <li>Adding jumps and leaps between moves.</li> <li>Apparatus – using apparatus safely.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>3x lessons on The Greedy Zebra: <ol style="list-style-type: none"> <li>Focus on a variety of movements, levels and stretches, sequencing how the fire started, spread and was put out</li> <li>3<sup>rd</sup> lesson – put all moves together and perform and evaluate.</li> </ol> </li> <li>3x lessons on Room on the Broom: <ol style="list-style-type: none"> <li>Using moves learnt in previous lessons and applying this to move and act like different animals</li> <li>3<sup>rd</sup> lesson – put moves together and perform and evaluate.</li> </ol> </li> </ul> <p><b>SAQ</b> Use of circuit mats and other indoor athletic equipment to improve children’s speed, agility and quickness.</p> 	<p><b>OUTCOMES</b> <b>Gym</b> <b>PUPILS will know</b> how to be safe when doing gymnastics. <b>will be able to</b> complete a variety of shapes, jumps and movements. <b>will understand</b> how to use their body in gymnastics.</p> <p><b>SAQ</b> <b>PUPILS will know</b> what SAQ stands for. <b>will be able to</b> expand on their skills in these 3 areas. <b>will understand</b> how short bursts of exercise affect their body</p> <p><b>Dance</b> <b>PUPILS will know</b> How to move round the room in different ways, including running, jumping and leaping. How to sequence a story through dance. <b>will be able to</b> Control their body movements and use balance to tell a story/act like different animals. <b>will understand</b> How to follow feedback from peers to improve performance.</p>
VOCABULARY		LINKS
<p><b>Gym</b> Move, travel, jump, shape, roll</p> <p><b>Dance</b> Move, shape, balance, coordination.</p> <p><b>SAQ</b> Sprint, jump, turn, twist, footwork, speed.</p>	<p><b>Fantastic Beasts</b> <b>Fairytales/Traditional stories.</b> <b>Science – the human body</b> <b>Music</b></p>	

<p><b>SKILLS</b></p> <p><b>Gym</b> Travelling, rolling, mounting, dismounting, creating shapes, jumping.</p> <p><b>Dance</b> Develop balance, agility and coordination.</p> <p><b>SAQ</b> Moving into a space, be more agile, move quickly but carefully, keep balance.</p>		<p><b>NEXT STEPS IN LEARNING</b></p> <p><b>KS2 NC:</b> <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>
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<b>Curriculum Coherence – Year 1 - PE</b> 		
<p>Term 3</p>	<p>Mr Tilbury – Athletics, Cricket Class Teacher – Athletics, Orienteering</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>	
<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
<p><b>KNOWLEDGE</b></p> <p><b>Cricket</b> 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.</p> <p><b>Athletics</b> 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.</p> <p><b>Orienteering</b> Working as a team. Directional vocabulary – forwards, backwards, left, right. Map work</p>	<p><b>ACTIVITIES</b></p> <p><b>Cricket</b> 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.</p> <p><b>Athletics</b> 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.</p> <p><b>Orienteering</b> 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><b>Cricket</b> <b>PUPILS will know</b> what the roles of a batter, bowler and fielders are. <b>will be able to</b> strike the ball accurately. <b>will understand</b> how to use skills in a game.</p> <p><b>Athletics</b> <b>PUPILS will know</b> how to use their skills to score points in a variety of events. <b>will be able to</b> recognize their own strengths and what they need to improve on. <b>will understand</b> the importance of exercising regularly.</p> <p><b>Orienteering</b> <b>PUPILS will know</b> how to problem solve, use logic and work cooperatively. <b>will be able to</b> understand maps, direction language and how to guide somebody else. <b>will understand</b> the importance of clear instructions and team work.</p>
<p><b>VOCABULARY</b> <b>Cricket</b></p>		<p><b>LINKS</b></p>

Coordination, bat, field, bowl, strike, run, out.

**Athletics**

Sprint, throw, accurate, jump.

**Orienteering**

Map, location, problem solve, logic, direction, cooperate.

**SKILLS**

**Cricket**

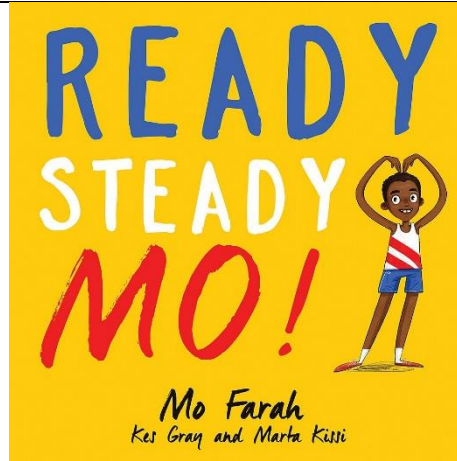
Batting, fielding, bowling.

**Athletics**

Running, throwing, jumping.

**Orienteering**

Map work, directional language, team work.



Maths - directional vocabulary.

Art/Geography - sketching a map.

**NEXT STEPS IN LEARNING**

**KS2 NC:**

*Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.*

*Develop flexibility, strength, technique, control and balance.*

*Use running, jumping, throwing and catching in isolation and in combination.*

*Take part in outdoor and adventurous activity challenges both individually and within a team.*