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| **Physical Education** **Core Curriculum** **Year 1&2****Autumn Term Year A** |
|  | **Autumn Term 1** | **Autumn Term 2** |
| **Unit of Work** | Send & ReturnUnit 1 (Year 1) | PE FitnessUnit 1 | Gymnastics Unit 1 (Year 1) | Attack, Defend & ShootUnit 1 (Year 1) |
| **Prior Learning**  | Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions. | Can challenge themselves to develop strength and stamina. Worked on increasing flexibility, strength, balance, agility and coordination in a variety of activities. | Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements. | Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills. |
| **Unit Focus – Key Knowledge & Skills**  | Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. | Take part in a variety of different types of exercises to improve fitness. Explore different workout structures and how they can impact on fitness. Describe what happens to their body during exercise, including their heart rate. | Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them. | Practice basic movements, including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs. |
| **Key Questions** | 1. How do you get accuracy in your hits/throws? 2. Where do you need to be to return a ball? (behind the ball) 3. What do you need to do to get behind the ball? | 1. How does your body change during exercise? 2. What is your heartrate? 3. How much exercise should we do a day? | 1. How many different travel actions can you think of? 2. How can you show good body tension? 3. How do we land safely? | 1. What can we do to make it easier for our teammates to pass the ball to us?2. How can we score a goal?3. What skills can you use to attack and defend?4. How have you worked well with your team? |
| **Progression of Learning in lessons-Objectives covered**  | * I can slide a beanbag to a target
* I can hit a ball in different ways with our hands
* I can move towards a ball to return it
* I can work with a partner to stop and return a beanbag
* I can understand what is meant by rally and rally with a partner
* I can send a ball into space to make it harder for my opponent
 | * I can work as hard as I can for 20 seconds
* I can understand why we need to rest after exercise
* I can track and count in 5s. each type of exercise
* I can use a ladder for a workout
* I can be relaxed and calm after exercise
* I can challenge myself to beat my best score
 | * I can perform 3 ‘like actions’ in a sequence
* I can carry and set up apparatus safely
* I can transfer ‘like actions’ to low apparatus
* I can tense my muscles to hold different shapes
* I can jump high and far
* I can travel with good body tension
* I can create a short movement pattern
 | * I can hit a target
* I can defend a target
* I can roll and slide balls and beanbags
* I can shoot in a game to get points
* I can work with a partner to score points
* I can use my attacking and defending skills in a game
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| **Vocabulary** | Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court. | Jumps, heart rate, squats, plank skipping, strength, heart, muscles, balance, control, stamina, improve, coordination, relax, star shape, tuck shape. | Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety. | Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm. |
| **Personal Development****(Head, Hand, Heart)** | * Head: Can describe how they worked with their partner to send and receive.
* Hand: Chase, stop and control balls and other objects.
* Heart: Work with a partner to send and return.
 | * Head: Describe the effect exercise has on the body
* Hand: Have control of the body during exercise
* Heart: Show perseverance to complete activities without stopping
 | * Head: Use words such as rolling, travelling, balancing, and climbing.
* Hand: Recognise like actions and link them together.
* Heart: Value other’s efforts when they perform; watch and listen.
 | * Head - Make decisions about how to defend a target.
* Hand - Use change of direction and speed in open play.
* Heart - Show motivation to improve.
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| **Application Task** | Intra-competition in house groups | AMRAP (As Many Reps As Possible) activity | Perform sequence to rest of class | Intra-competition in house groups |