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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Spring Term Year A** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Dance  Unit 1 (Year 2) | Foundations  Unit 1 | Send & Return  Unit 2 (Year 1) | Run, Jump & Throw  Unit 1 (Year 2) |
| **Prior Learning** | Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. | Can challenge him or herself to develop strength and flexibility. Worked on increasing stamina, strength, balance, agility and coordination in a variety of activities. Stretched, reach, extend in a variety of ways and positions. Explored balance and managing own body. | 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. | Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination. |
| **Unit Focus – Key Knowledge & Skills** | Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. | Take part in stability, flexibility, balance and coordination activities. Explore lower and upper body stability and core strength. Develop a basic understanding of concepts such as coordination and flexibility. Draw links between different types of physical activity and developing body management. | Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition. | Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control. |
| **Key Questions** | 1. What is the main mood/feeling you get from this dance?  2. What does it mean to perform as a soloist?  3. Explain what actions show the story. | 1. Can you point to some of the muscle which makes up your upper body?  2. When might we use coordination in PE lessons?  3. Why does doing the same movement over and over help us? | 1. Can you remember a simple tactic you have used today? (hitting/throwing into space)  2. What is the role of the umpire?  3. How did/do you score a point? | 1. What is a static and dynamic balance?  2. What games might you need to have quick feet in?  3. How do different starts affect sprinting? |
| **Progression of Learning in lessons-Objectives covered** | * Can I use penguin images to inspire my dance? * Can I show feelings of abandonment through dance? * Can I create movements that show friendship? * Can I create a solo dance with changes of direction and speed? * Can I match my movements to music? * Can I choose a formation for a dance and explain why? | * Can I stay balanced and stable when trying new things? * Can I repeat a balance and improve it? * Can I identify the core muscles in my body? * Can I practise and improve leapfrogging? * Can I describe what flexibility is? * Can I understand coordination and show examples of it? | * Can I send a ball over the net to a partner? * Can I track and stop a moving object with both hands? * Can I learn why different muscles are important when playing games? * Can I send balls accurately from different positions? * Can I hit the ball to an empty space? * Can I use the skills learnt in more challenging situations? | * Can I move quickly whilst being aware of others around? * Can I create power with my legs to turn at speed? * Can I move through an obstacle course with speed and control? * Can I choose the best throw for different situations? * Can I use quick feet whilst sprinting? * Can I perform static and dynamic balances? |
| **Vocabulary** | Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying. | Flexibility, strength, coordination, balance, challenge, attempts, core, stability, muscles, confident, move, reach, base, body parts, leapfrog, upper body, lower body, crab, improve, tightrope, partner, self. | Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire | Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Show confidence to perform in front of others. * Hand: Show good timing with the music. * Heart: Attempt to work as part of a group to perform a dance. | * Head: Describe ways you use muscles for different tasks. * Hand: Transfer balance skills to stability exercises. * Heart: Show engagement in tasks to perform safe movements | * Head: Identify space to send a ball into. * Hand: Move towards a moving ball to return with hand or bat. * Heart: Play cooperatively in a game situation. | * Head – Make choices about appropriate throws for different activities. * Hand – Show increased control of body and limbs. * Heart – Work cooperatively to complete running, jumping and throwing tasks. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups |