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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Summer Term Year A** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Send & Return  Unit 1 (Year 2) | Hit, Catch & Run  Unit 1 (Year 1) | Hit, Catch & Run  Unit 2 (Year 1) | OAA  (Year 2) |
| **Prior Learning** | Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition. | Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping. | Able to hit objects with hand or bat. Tracked and retrieve a rolling ball. Throw and catch a variety of balls and objects. | Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities that build confidence. |
| **Unit Focus – Key Knowledge & Skills** | Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net. | Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. | Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. | Use searching skills to find given items from clues and pictures. Work as part of a partnership to navigate space. Use and explore unusual equipment to develop coordination and problem solving. |
| **Key Questions** | 1. How do you hold the racquet differently for the different types of hits?  2. What is a self-feed?  3. What is a boundary?  4. Why do you think we have boundaries? | 1. Now there are fielders in the striking zone, where should you aim to hit?  2. How can you improve your scores working in teams?  3. How are you working together to stop strikers from scoring points? | 1. Why should you try to hit to space?  2. How did you try to score maximum runs?  3. Why does catching the ball mean a player does not get any runs? | 1. Does your speed stacking improve from previous lessons?  2. Why do you think you improve/didn’t improve? How could you improve next time?  3. Why does repeating a task help you improve? |
| **Progression of Learning in lessons-Objectives covered** | * Can I stay on my toes to move quickly to the ball? * Can I identify which hand is dominant in a game? * Can I understand the basic rules of serving to our partner? * Can I develop agility and use it in a game? * Can I use the correct grip to hit a self-fed ball? * Can I use the ready position in a rally? | * Can I select a space to throw or roll a ball into? * Can I track and collect a rolling ball? * Can I catch a ball to stop an opponent from scoring? * Can I use my hands to hit a ball? * Can I run between bases to score points? * Can I work as a team to score points? | * Can I catch a ball over a short distance? * Can I begin to hit a ball with power? * Can I position myself in the path of a ball? * Can I field the ball to a base? * Can I catch a high ball? * Can I stop another team from scoring? | * Can I work as a team? * Can I improve strength to increase my jumping distance? * Can I use problem solving skills to complete a simple treasure hunt? * Can I copy and create a simple movement pattern? * Can I give clear instructions to someone who cannot see? * Can I use a key on a map to re-create a map with accuracy? |
| **Vocabulary** | Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet. | Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw. | Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw. | Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Decide on and play with dominant hand. * Hand: Take part in a rally. * Heart: Play in modified games with others to send and return a ball over a net/line. | * Head: Able to identify when a point has been scored and keep count of the score. * Hand: Run between bases to score points. * Heart: Work collaboratively to score runs showing encouragement and support. | * Head: Can choose where to send the ball to maximise chance to score. * Hand: Retrieve and return a ball to base. * Heart: Decide as a team best positioning to intercept balls. | * Head – Confidently follow a basic map * Hand – Attempt a beginner’s competition speed stack * Heart – Show sensitivity when guiding a blind folded partner. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups |