|  |
| --- |
| **Physical Education** **Core Curriculum** **Year 1&2****Autumn Term Year A** |
|  | **Autumn Term 1** | **Autumn Term 2** |
| **Unit of Work** | Gymnastics Unit 1 (Year 1) | PE FitnessUnit 1 | Send & ReturnUnit 1 (Year 1) | Run, Jump & ThrowUnit 1 (Year 1) |
| **Prior Learning**  | Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements. | Can challenge themselves to develop strength and stamina. Worked on increasing flexibility, strength, balance, agility and coordination in a variety of activities. | Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions. | Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds. |
| **Unit Focus – Key Knowledge & Skills**  | Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them. | 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. | 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. | Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances. |
| **Key Questions** | 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. How does your body change during exercise? 2. What is your heartrate? 3. How much exercise should we do a day? | 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 do you know when you have completed a good run, throw or jump? 2. How could you have improved your run, throw or jump? 3. How did you help your partner improve? |
| **Progression of Learning in lessons-Objectives covered**  | * 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 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 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 start and stop moving at speed
* I can use my arms when running at different speeds
* I can take off on two feet to jump for distance
* I can use correct technique to throw different objects
* I can show improvements in my throwing
* I can take part in competition using running, jumping and throwing skills
 |
| **Vocabulary** | Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety. | Jumps, heart rate, squats, plank skipping, strength, heart, muscles, balance, control, stamina, improve, coordination, relax, star shape, tuck shape. | Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court. | Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest. |
| **Personal Development****(Head, Hand, Heart)** | * 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: 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: 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: Recognise and implement concepts such as waiting your turn.
* Hand: Start and stop at speed, run in straight lines at different speeds.
* Heart: Put in effort and stay motivated when challenged.
 |
| **Application Task** | Perform sequence to rest of class | AMRAP (As Many Reps As Possible) activity | Intra-competition in house groups | Intra-competition in house groups |