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| **Physical Education** **Core Curriculum** **Year 1&2****Autumn Term Year B** |
|  | **Autumn Term 1** | **Autumn Term 2** |
| **Unit of Work** | Attack, Defend & ShootUnit 1 (Year 1) | PE FitnessUnit 2 | Attack, Defend & ShootUnit 2 (Year 1) | FoundationsUnit 1 |
| **Prior Learning** | Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills. | 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. | Practice basic movements, including running, jumping etc. Engage in competitive activities. Experience opportunities to improve ABCs. | 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. |
| **Unit Focus – Key Knowledge & Skills** | Practice basic movements, including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs. | Work at maximum effort for short periods. Use repetition to improve movements. Identify some benefits of whole-body exercise. Improve repetitions over time. | To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise. | 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. |
| **Key Questions** | 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? | 1. Can you describe the key features of a superset?2. What does maximum effort mean?3. What is the name of training where you work for a period and then rest? | 1. Why do we need to have a good defensive position when defending a hoop?2. Where should we move to defend if attackers move to the outside?3. How did attackers score points in this game? | 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? |
| **Progression of Learning in lessons-Objectives covered** | * 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
 | * I can explain why we need water after exercise
* I can work and rest for a set amount of time
* I can explain what it means to work with maximum effort
* I can perform movements with control
* I can explain why exercise and play outdoors is important
* I can do simple yoga positions
 | * I can find my pulse on my wrist
* I can move side to side to defend a goal
* I can bounce a ball with control to myself
* I can aim at different targets
* I can adapt to a game with changing rules
* I can play the best defensive position in a game
 | * I can stay balanced and stable when trying new things
* I can repeat a balance and improve it
* I can identify the core muscles in my body
* I can practise and improve leapfrogging
* I can describe what flexibility is
* I can understand coordination and show examples of it
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| **Vocabulary** | Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm. | Maximum effort, wall sit, crab walks, back support, recall, EMOM, reps, frequency, energy, | Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch. | 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. |
| **Personal Development****(Head, Hand, Heart)** | * Head - Make decisions about how to defend a target.
* Hand - Use change of direction and speed in open play.
* Heart - Show motivation to improve.
 | * Head: Describe why water is important when exercising.
* Hand: Perform some movements at maximum effort.
* Heart: Discuss why whole–body exercises are good for me.
 | * Head - Discuss changes in the body brought about by exercise.
* Hand - Judge when and where to move to get in a defensive position.
* Heart - Cooperate to perform a range of challenges using skills such as signalling.
 | * 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
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| **Application Task** | Intra-competition in house groups | End of unit assessment | Intra-competition in house groups | Intra-competition in house groups |