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| **Physical Education** **Core Curriculum** **Year 1&2****Spring Term Year A** |
|  | **Spring Term 1** | **Spring Term 2** |
| **Unit of Work** | DanceUnit 1 (Year 1) | GymnasticsUnit 1 (Year 2) | Send & ReturnUnit 2 (Year 1) | Run, Jump & ThrowUnit 2 (Year 1) |
| **Prior Learning**  | Followed simple instructions. Moved using simple rhythms and actions. Copy and repeating. | Performed a variety of basic gymnastics actions showing control. Introduced to turn, twist, spin, rock and roll and learned to link these. Perform longer movement phrases. | 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. | Begun to link running and jumping. Learnt and refined a range of running. Developed throwing techniques to throw over longer distances. |
| **Unit Focus – Key Knowledge & Skills**  | Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts. | Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence. | Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition. | Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination. |
| **Key Questions** | 1. What was your favourite scene in The Jungle Book?2. How can you show your favourite scene with your partner?3. What would you like to improve in your dance phrase? | 1. Can you name 3 elements of a sequence that can be judged?2. Describe what you liked about a sequence.3. How could you show different levels in a sequence? | 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 does it mean to run a lap?2. What is your preferred type of jump or bound?3. What is stamina? |
| **Progression of Learning in lessons-Objectives covered**  | * I can show moods and feelings I would experience in the jungle
* I can move as if I was living in the jungle
* I can create and show movements which show friendship
* I can perform leading and following movements
* I can perform a short dance with a clear start, middle and end
* I can use repeated actions in my dance
 | * I can combine 4 elements into a floor sequence
* I can create power in a variety of different jumps
* I can smoothly link actions
* I can show flexibility in shapes
* I can travel at different speeds
* I can judge a short sequence
 | * 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 use agile movements in different activities?
* Can I identify different ways to recognise the start and end of an activity e.g. whistle?
* Can I develop stamina when running?
* Can I develop core strength to improve throwing?
* Can I stride and jump for height? 6.
* Can I choose the best starting position for running quickly?
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| **Vocabulary** | Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end. | Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging. | Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire | Run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint. |
| **Personal Development****(Head, Hand, Heart)** | * Head: Demonstrate understanding that a dance has a start, middle and end.
* Hand: Perform basic body actions to music.
* Heart: Work with a partner to use repeating motifs.
 | * Head: Perform with some basic control and consistency.
* Hand: Create and perform a simple sequence.
* Heart: Reflect on own performance and use scoring system to judge performance.
 | * 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 - Select the correct skill for the situation.
* Hand – Perform skills and tasks in set times.
* Heart – Work partners to help improve their performance.
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| **Application Task** | Perform dance to the class | Perform sequence to rest of class | Intra-competition in house groups | Intra-competition in house groups |