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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 1) | Gymnastics  Unit 1 (Year 2) | Send & Return  Unit 2 (Year 1) | Run, Jump & Throw  Unit 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? |
| **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. |
| **Application Task** | Perform dance to the class | Perform sequence to rest of class | Intra-competition in house groups | Intra-competition in house groups |