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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Spring Term Year B** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Gymnastics  Unit 2 (Year 1) | Dance  Unit 1 (Year 2) | Hit, Catch & Run  Unit 2 (Year 2) | Swimming  (Beginner) |
| **Prior Learning** | Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them. | Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. | Have developed hitting skills with a variety of bats. Practiced feeding/bowling skills. Hit and run to score points in games. | Possibly swim short distances, between 5 & 10 metres and propelling themselves forward using swimming aids. Move around the pool with feet touching the ground. Play games including putting face in the water, splashing and attempting to float. (may attend swimming lessons out of school) |
| **Unit Focus – Key Knowledge & Skills** | To show a range of recognised point balances. To introduce turn, twist, rock, roll and to link these. To perform unison simple canon and unison techniques. | Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. | Work on a variety of ways to score runs in the different hit, catch, run games Work in teams to field. Begin to play the role of wicketkeeper or backstop. | Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently |
| **Key Questions** | 1. Why is a magic chair landing necessary as we jump from higher levels? 2. Why do we call them h and y balances? 3. Can you think of any other activities when people perform in unison? | 1. What is the main mood/feeling you get from this dance?  2. What does it mean to perform as a soloist?  3. Explain what actions show the story. | 1. Can you name some striking and fielding games?  2. Why is it important to get behind the ball with two hands rather than reaching with one hand?  3. How do rounders and cricket differ? | 1. How long could you glide for when your partner counted?  2. Did they improve their distance and with which stroke?  3. What will help you to move faster when you are sculling on your back? |
| **Progression of Learning in lessons-Objectives covered** | * I can move on, off and over apparatus and use the ‘Magic Chair’ landing * I can rock on different parts of our body and rock using shape * I can perform specific point balances such as ‘h’ and ‘y’ balance * I can perform actions at the same time as others (unison) * I can perform actions one person after the other (canon) * I can turn and jump a quarter and half turn | * I can use penguin images to inspire my dance * I can show feelings of abandonment through dance * I can create movements that show friendship * I can create a solo dance with changes of direction and speed * I can match my movements to music * I can choose a formation for a dance and explain why | * I can time a run to stay safe * I can kick a ball into a space using different parts of the foot * I can respond to how a ball is bowled when hitting * I can understand the role of the wicketkeeper * I can understand the role of the backstop and its likeness to a wicketkeeper * I can bowl underarm in a game with accuracy | * I can keep balance by pushing and pulling against the water * I can lift my feet and make shapes in the water * I can use my hands to move forward * I can stand after floating on my front and back * I can swim on my back and front with and without a float * I can swim as far as possible on my front and back |
| **Vocabulary** | Balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon | Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying. | Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role. | Swim, kick, front, back, arms, legs, lie on front back, breath, splash, sculling, doggy paddle, prone, supine, glide, stroke, float, pace. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head – Decide which supporting concepts and actions to add to sequence * Hand – Show spinning and rocking in isolation and short sequences * Heart – Move on off and over and object with confidence | * Head: Show confidence to perform in front of others. * Hand: Show good timing with the music. * Heart: Attempt to work as part of a group to perform a dance. | * Head: Make choices about where to hit the ball. * Hand: Attempted to play the role of wicket keeper or backstop. * Heart: Can work in small groups to field and bat. | * Head: Move with more confidence in water including submerging themselves fully. * Hand: Apply basic arm and leg action to 'doggy paddle’. * Heart: Aware of other children around them in the pool. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Assessment from swimming instructors |