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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Autumn Term Year A** | | | | |
|  | **Autumn Term 1** | | **Autumn Term 2** | |
| **Unit of Work** | Send & Return  Unit 1 (Year 2) | PE Fitness  Unit 2 | Gymnastics  Unit 1 (Year 2) | Wellbeing  Unit 1 |
| **Prior Learning** | Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition. | 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. | 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. | Worked as part of a team. Become more coordinated to perform tasks. Thrown and caught a variety of objects. Become flexible when performing actions. Linked different actions to make a sequence. |
| **Unit Focus – Key Knowledge & Skills** | Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net. | Work at maximum effort for short periods. Use repetition to improve movements. Identify some benefits of whole-body exercise. Improve repetitions over time. | Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence. | Developing wellbeing through various activities based around the ‘5 ways to wellbeing’. Develop collaboration and teamwork skills, as well as learning things about friends they may not have known before. Understand the importance of wellbeing and ways to help their own wellbeing through different activities. |
| **5 Essential Key Knowledge and/or Skills** | * Be on my toes to move quickly to the ball with speed. * Identify my dominant and non-dominant side for sending a ball. * Know the basic rules of serving to our partner. * Send, receive and stop a ball using a racquet along the ground * Self-feed to send a ball to a partner using a racquet | * Discuss why water is important after exercise. * Use the words ‘work’ and ‘rest’ to describe interval training * Understand what it means to work with maximum effort. * Know why it is important to exercise and play outdoors. * Explore some basic yoga movements. | * Combine 4 elements into a floor sequence. * Take weight on our hands and move in different ways. * Perform a bridge and japana gymnastic shape. * Perform a point balance showing flexibility. * Perform a teddy roll with control and tension. | * Complete tasks by communicating clearly with my partner * Use Yoga to help with body control and mental wellbeing * Copy and repeat actions from martial arts and aerobics * Connect with others to complete a difficult set of tasks * Be present and take notice of what is going on around you |
| **Progression of Learning in lessons-Objectives covered** | * I can stay on our toes to move quickly to the ball. * I can identify which hand is dominant in a game. * I can basic rules of serving to our partner. * I can develop agility and use it in a game. * I can use the correct grip to hit a self-fed ball. * I can use the ready position in a rally. | * 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 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. | * I can improve hand-eye coordination through ball skills. * I can understand how yoga can help our mental wellbeing. * I can copy and repeat actions from martial arts and aerobics. * I know how paying attention and listening are key to mindfulness. * I can connect with others to complete a difficult set of tasks. * I can act out a scene to entertain our classmates. |
| **Vocabulary** | Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet. | Maximum effort, wall sit, crab walks, back support, recall, EMOM, reps, frequency, energy, | Shape, sequence, pattern, movement, music, timing, hang, like, carry, power, judging. | Physically active, give to others, mindfulness, connection, learn new skills, act, improvisation, meditation, surroundings, suggestion. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head – Decide on and play with their dominant hand. * Hand – Take part in a rally. * Heart – Play in modified games with others to send and return a ball over a net/line. | * 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: 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: Show confidence to act out a scenario. * Hand: Show balance and control in different yoga poses. * Heart: Show perseverance and determination when learning new skills. |
| **Application Task** | Can self-feed a serve and perform a short rally | End of unit assessment | Perform sequence to rest of class | Discuss mindfulness techniques with other children |