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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Spring Term Year A** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Run, Jump & Throw  Unit 1 (Year 1) | Dance  Unit 1 (Year 1) | Send & Return  Unit 1 (Year 2) | Attack, Defend & Shoot  Unit 1 (Year 2) |
| **Prior Learning** | Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds. | Followed simple instructions. Moved using simple rhythms and actions. Copy and repeating. | Tracked the path of a ball over a net and move towards it. Begun to hit and return a ball with some consistency. Played modified net/wall games throwing, catching and sending over a net. | Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and enjoy it. |
| **Unit Focus – Key Knowledge & Skills** | Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances. | Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts. | Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game. | Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing. |
| **5 Essential Key Knowledge and/or Skills** | * Begin to use our arms when running at different speeds. * Take off on two feet to jump for distance. * Use a leading arm to direct a throw over a longer distance. * Know the difference between an over arm and under arm throw. * Compete using running, jumping and throwing skills | * Explore ideas, moods and feelings through body movement. * Perform with an awareness of body shape with a partner. * Move in unison with my partner. * Demonstrate show mirroring, leading and following in a movement sequence. * Perform a short dance with a clear start, middle and end. | * Feed a ball to our partner over a net with consistency. * Send the ball to different parts of the court. * Serve the ball off my hand with a hit confidently. * Return a ball with my hand using an underarm/overarm technique. * Hit a ball using my hand with control. | * Begin to kick the ball over long and short distances. * Begin to stop the ball with my foot. * Move with the ball at my feet. * Bounce the ball to players using one hand and two hands. * Bounce a ball whilst moving in a space. |
| **Progression of Learning in lessons-Objectives covered** | * I can start and stop moving at speed. * I can use my arms when running at different speeds. * I can take off on two feet to jump for distance. * I can use correct technique to throw different objects. * I can show improvements in my throwing. * I can take part in competition using running, jumping and throwing skills. | * 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 feed a ball to our partner with consistency. * I can to send the ball to different parts of the court. * I can to throw and catch in a seated position. * I can to accurately serve the ball to different parts of the court. * I can to use overarm attacking shots in a game. * I can to manage what we should be doing within the competition. | * I can kick the ball over long and short distances. * I can stop a ball with control using my foot. * I can work as a team to keep the ball. * I can bounce a ball with my partner. * I can bounce the ball while I am moving (dribbling). * I can pass the ball forward in a game. |
| **Vocabulary** | Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest. | Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end. | Front, back, tactics, compete, score, wide, deep, rotate, point. | Aim, attack, compete, controlling, cooperate, receive, control. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Recognise and implement concepts such as waiting your turn. * Hand: Start and stop at speed, run in straight lines at different speeds. * Heart: Put in effort and stay motivated when challenged. | * 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 – Develop tactics to outwit your opponent so they cannot return the ball. * Hand – Start games using basic serving skills. * Heart – Work as a team to get the ball over the net. | * Head: Recognise you sometimes needs to stay in defined areas. * Hand: Can send a ball using feet. * Heart: Show awareness of teammates and opponents in games. |
| **Application Task** | Improve on personal best throughout unit | Perform dance to the class | Take part in a class volleyball tournament | Intra-competition in house groups |