

Y1 Physical Education

Area of Learning: Team Building Unit Title: Team Building

Term: Autumn 1

Physical & Cognitive

Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully.

Pupils will begin to understand what makes an effective team and why we must include everyone. Pupils will start to create simple tactics.

Social & Emotional Wellbeing

Pupils will develop life skills such as empathy and fairness as they work together to complete the challenges.

Pupils will develop life skills such as courage and self-belief as they try their hardest to complete the different challenges.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Teamwork –the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Team Member – individual within a team who has a specific role and responsibility to perform.

Fairness – when we make judgements in accordance with the rules and treat everyone equally and fairly.

GOLDBLOCKS WORDS

Communication - the method of transferring information from one person or a group to another.

Co-operation – another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Trust– the ability to have the confidence to believe in the actions of your partner or team.

STEP ON WORDS

Inclusion – to include everyone in the activity or within a team no matter their ability. No one should be left out.

By the end of this unit, the pupils should know:

- Types of communication include: verbal, nonverbal, written and visual.
- Team members need to cooperate and work together to enable their team achieve its goal.
- It is important to include everyone when playing a game so that nobody is left out or upset.
- We all bring different skills and abilities to any team so it is good to work together with lots of different people.
- Teams work together to decide on tactics – these are plans and ideas about how to win a game or solve a problem.
- Good communication is essential when working as a team so everybody understands the opinions and ideas of others.

“Bridging Back” (previous years/cross-curricular content)

Reception – Games for Understanding

“Bridging Forward” (future years/cross curricular content)

Y3 – Outdoor Adventure Activities – Communication & Tactics

Y5/6 – Outdoor Adventure Activities – Orienteering, Leadership, Problem-solving

Y1 Physical Education

Area of Learning: Dance			
Unit Title: Growing			
Term: Autumn 2			
Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p>			<p>Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.</p> <p>Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> • Dancers usually move on the beat (counts 1, 2, 3, 4). • We can control and coordinate our bodies to create different shapes (motifs) and patterns. • Different types of music can make us feel different emotions and we can show these emotions through movement. • Dancers try to move in time with music and so have to listen carefully to beats and rhythms.
<p>Moving – the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p> <p>Beat – the basic unit of time used to count the notes of the music or sound that a dancer is moving to.</p>	<p>Champion Dancers - Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p> <p>Rhythm – a repeated pattern of movements or sounds.</p> <p>Control– moving our bodies in time with the music, beat or sound.</p>	<p>Timing – timing refers to moving to the beat of the music.</p> <p>Sequence – a combination of controlled movements that have been added together in a particular order.</p> <p>Opposite – when something is totally different from or the reverse of something else.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Dance – Ourselves (this unit includes work on opposites)</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 – Dance – Explorers</p> <p>Y3 – Dance – Weather</p> <p>Y4 – Dance – Space</p> <p>Y5 – Dance – Street Art</p> <p>Y6 – Dance – Prejudice & Discrimination</p>

Y1 Physical Education

Area of Learning: Ball Skills

Unit Title: Feet 1

Term: Autumn 1 & 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>			<p>Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> The aim of the attacker is to keep the ball away from the defenders. You are an attacker if you are in possession of the ball (somebody on your team has the ball). The aim of the game for the defenders is to try and prevent the attackers from scoring. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.
<p>Space – is an open area on the pitch that is unoccupied by a defender or the defending team.</p> <p>Passing – is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.</p>	<p>Attacker – the team that has control of the ball.</p> <p>Defender – We are considered a ‘defender’ when we are not in possession of the ball.</p> <p>Dribbling– is a method of moving with the ball.</p> <p>Control– keeping the ball close to us, preventing the defenders from gaining possession</p>	<p>Collaboration – working together with other people on your team.</p> <p>Accuracy – being careful and trying hard to pass the ball correctly.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Ball Skills – Feet</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 – Ball Skills – Feet</p> <p>Y3 – Invasion Games - Football</p>

Y1 Physical Education

Area of Learning: Gymnastics
Unit Title: Wider, narrow, curled

Term: Spring 1

Physical & Cognitive

Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus. Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.

Social & Emotional Wellbeing

Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus. Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Wide – moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body.

GOLDILOCKS WORDS

Champion Gymnastics – ‘Champion’ refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Narrow – moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body.

Curled – to move or balance rolling our body up tightly.

STEP ON WORDS

Transition – to move into and out of basic movements, actions or balances.

Linking – successfully adding two movements together so that they flow one after the other.

By the end of this unit, the pupils should know:

- A star jump is an example of a wide movement.
- A pencil jump is a narrow way of moving.
- A forward roll is an example of moving in a curled way.
- In gymnastics, movements can be performed on the floor and/or on apparatus.
- When making a shape or a balance, it is important to stay very still and quiet.
- Gymnasts should point their fingers and toes when making shapes and movements.

“Bridging Back” (previous years/cross-curricular content)

Reception – Gymnastics – Moving & high, low, over, under

“Bridging Forward” (future years/cross curricular content)

- Y2** – Gymnastics – Linking
Y3 – Gymnastics – symmetry & asymmetry
Y4 – Gymnastics – Bridges
Y5 – Gymnastics – counter-balance and counter-tension
Y6 – Gymnastics – Matching & mirroring

Y1 Physical Education

Area of Learning: Attack vs Defence Unit Title: Games for understanding

Term: Spring 2

Physical & Cognitive

Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag. Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.

Social & Emotional Wellbeing

Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly. Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Space – an open area on the pitch that is unoccupied by a defender or the defending team.
Rules – a set of instructions for an activity or game that ensures it is played safely and fairly.
Team – a group of people who work together with the objective of achieving the same a goal.

GOLDBLOCKS WORDS

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or we are trying to avoid a defender to score a point.
Defender – We are considered a ‘defender’ when we are not in possession of the ball or we are trying to tag an attacker.
Tactics – a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

STEP ON WORDS

Opposition – the team that you are playing against (also known as your ‘opponent’)

By the end of this unit, the pupils should know:

- The attackers need to identify an open space to run into to avoid being tagged by a defender.
- The aim of the game for the attackers is to score as many points as possible.
- The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.
- It is important that we follow the rules of a game so that the game is played successfully and it is fair for everyone.
- When playing invasion games – it is important to think carefully and observe other players to help you find opportunities to score.

“**Bridging Back**” (previous years/cross-curricular content)

Reception – Attack vs Defence – Games for understanding

“**Bridging Forward**” (future years/cross curricular content)

Y2 – Attack vs Defence – Games for understanding
Y3 – Invasion Games – Games sense invasions & Tag Rugby
Y4 – Invasion Games – Games sense invasions & Dodgeball
Y5 – Invasion Games – Hockey, Netball & Quidditch
Y6 – Invasion Games – Games sense invasion, Basketball & Handball

Area of Learning: Ball Skills

Unit Title: Hands 1

Term: Spring 1 & 2

Physical & Cognitive

Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.
Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.

Social & Emotional Wellbeing

Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.
Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.

Key Vocabulary

Knowledge Overview

ANCHOR WORDS

Space – an open area on the pitch that is unoccupied by a defender or the defending team.

Dribbling – a method of moving with the ball.

GOLDBLOCKS WORDS

Possession – when we have physical control of the ball.

Control – keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.

Attacker – we are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball.

STEP ON WORDS

Accuracy – the ability to control where we roll, bounce or push a ball.

Power - the intensity and speed that a ball is rolled, bounced or pushed.

By the end of this unit, the pupils should know:

- Possession can be received by an individual or when working as part of a team.
- It is when we have ‘possession’ that we can create the opportunity to score.
- The attacker in possession of the ball needs to identify open spaces to move into keeping control.
- The job of an attacker is to keep the ball away from the defenders.
- When dribbling, the attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.
- When we send and receive the ball carefully, we are more likely to keep possession.

“Bridging Back” (previous years/cross-curricular content)

Reception – Ball Skills -Hands

“Bridging Forward” (future years/cross curricular content)

Y2 – Ball Skills – Hands & Ball Skills – Rackets, bats and balls
Y3 – Invasion Games – Tag Rugby
Y4 – Striking & Fielding - Cricket
Y5 – Net/Wall Games - Badminton
Y6 – Invasion Games – Handball

Y1 Physical Education

Area of Learning: Locomotion

Unit Title: Jumping

Term: Summer 1

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</p>			<p>Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.</p> <p>Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> We use distance to tell us how far an athlete has jumped. Athletes have to train hard and practise skills to help them get better at different sports. When jumping we need to identify open spaces to jump into to avoid other pupils. We use our head and arms to help us with jumping – not just our feet. When landing we should land on two feet, bending our knees to absorb the impact.
<p>Jumping – a form of moving where we use our body to lift ourselves off a surface and into the air.</p> <p>Space – an open area within the playing area that is unoccupied by a defender or the defending team.</p> <p>Skipping - a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.</p>	<p>Distance – defined as the length of space between two points.</p> <p>Attacker – We are considered an ‘attacker’ when we are trying to move into space to avoid being caught by a defender.</p> <p>Defender – We are considered a ‘defender’ when we are trying to catch an attacker</p>	<p>Landing – is how we use our bodies to land after we have left a surface and jumped into the air.</p> <p>Athlete - a person who participates in sports or other physical activities.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Locomotion – Jumping & Gymnastics - Moving</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 – Locomotion – Jumping Y3, Y4 & Y5 - Athletics</p>

Y1 Physical Education

Area of Learning: Locomotion Unit Title: Running

Term: Summer 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.</p> <p>Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</p>			<p>Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</p> <p>Pupils will develop life skills such as honesty and self-belief as they strive to run as fast as possible, ensuring they are playing by the rules.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> • Speed is a vital component to being successful when running. • The aim of the game for the attackers is to score as many points as possible. • The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. • The attackers need to identify an open space to run into to avoid being tagged by a defender. • Sometimes players need to accelerate quickly when running to try to prevent the opposing team scoring a point.
<p>Speed – the ability to move all or part of the body as quickly as possible.</p> <p>Space – an open area on the pitch that is unoccupied by a defender or the defending team.</p>	<p>Tagging or Tag – the method applied by the defending team to stop an attacker from moving.</p> <p>Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or we are trying to avoid a defender to score a point.</p> <p>Defender – We are considered a ‘defender’ when we are not in possession of the ball or we are trying to tag an attacker.</p>	<p>Acceleration – how quickly an athlete can increase their speed over a distance when running.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception – Locomotion – Walking</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 – Locomotion – Dodging Y3, Y4 & Y5 - Athletics Y3 – Invasion Games – Games Sense Invasions & Football Y4 - Invasion Games – Games Sense Invasions</p>

Y1 Physical Education

Area of Learning: Ball Skills Unit Title: Rackets, bats and balls

Term: Summer 1 & 2

Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will be able to push (hit) their ball towards a target, varying the power they apply based on the distance of the target. Pupils will understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.</p>			<p>Pupils will develop life skills such as fairness and empathy as they listen to others and work collaboratively together Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, even if they find it challenging.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> • Attackers must try to keep the ball away from the defenders • Defenders must try to stop the attackers from scoring. • The attacker in possession of the ball uses their racket to push the ball around in order to move around the space. • It is important to be able to control the power we use then hitting the ball – sometimes a lot of power is needed, sometimes only a little bit. • If we use the wrong amount of power when hitting the ball, we may be less accurate. • Attackers also need to consider the space around them during a game so that they can accurately hit the ball in to the correct place.
<p>Hitting – striking the ball with a racket with the purpose towards a target.</p> <p>Attacker – We are considered an ‘attacker’ when we are in possession of the ball or in control of the ball.</p> <p>Defender – We are considered a ‘defender’ when we are not in possession of the ball.</p>	<p>Possession – when we have physical control of the ball.</p> <p>Control – keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Dribbling – a method of moving with the ball.</p>	<p>Power – the intensity and speed that we hit a ball with our racket.</p> <p>Accuracy – the ability to control where we are pushing or hitting the ball with our racket.</p>	
<p>“Bridging Back” (previous years/cross-curricular content)</p> <p>Reception & Y1 – Ball Skills – Hands & Feet</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 – Ball Skills – Rackets, bats & balls Y3 – Bet/Wall Games – Tennis Y4 – Striking and Fielding – Cricket Y5 – Net/Wall Games – Badminton Y6 – Striking and Fielding - Rounders</p>