

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 1

Term: Autumn Term 1



Unit: FUNdamentals – Rolling and throwing



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Accuracy Aiming Control Bounce Teamwork React Rolling underarm Swing Target Hands Ready	<p>When rolling a ball it is important to be lower to the ground.</p> <p>Placing the opposite foot forward to the arm that is rolling or throwing the ball is a good technique to develop.</p> <p>Holding the ball in your palm or fingers as you prepare to roll or throw it, is a good foundation technique.</p> <p>Allowing your arm to continue traveling forward as you roll or throw a ball is a good foundation technique.</p>	<p>Ways in which you can warm up your bodies, why it is important and how it should feel.</p> <p>That there are some ways in which you place and move your body to improve techniques and skills.</p> <p>That you need to be aware of people and objects around you when moving around and throwing.</p>	<p>Describe how their body feels before and after exercise and physical activity.</p> <p>roll a ball to a target showing some control.</p> <p>Roll a ball to a partner showing some control</p> <p>Roll a ball to different sized targets showing some control.</p> <p>throw a ball / beanbag to a target showing some control.</p> <p>throw a ball / beanbag to a partner showing some control</p> <p>Roll a ball / bean bag to different sized targets showing some control.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PE


Year: 1

Term: Autumn 2



Unit: Gymnastics – On the move



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Walking brisk Jogging Running Slowly Quickly Fast Stretch Crawl Opposite Stop</p>	<p>Running:</p>  <p>A good technique for running is to-</p> <ul style="list-style-type: none"> - land lightly on the balls of their feet, - lean slightly forward - to keep their knees high - to keep your head up and eyes looking forward when moving. <p>That there are different ways in which we can travel and move our bodies.</p>	<p>Ways in which you can warm up your bodies, why it is important and how it should feel.</p> <p>That the harder your body works the way your body feels changes.</p> <p>How not all movements use the same energy.</p> <p>How to maintain balance when moving.</p> <p>Where it is safe to move around quickly and when it is important that you slow your movements down.</p> <p>That they can move at various speeds and in different ways.</p> <p>Moving your arms is important as you move around.</p>	<p>Move around a space taking care not to bump into others</p> <p>Change the pace of their movement from walking, jogging to running.</p> <p>Demonstrate the difference between jogging and running</p> <p>use the correct technique for running.</p> <p>Run fluently whilst changing direction and running around curves.</p> <p>Explain what has changed in the way they move when they have practiced it and why.</p> <p>Move and travel in different ways and explain what parts of their body they are moving and why.</p>



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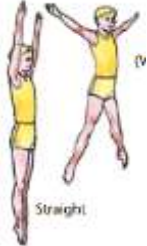
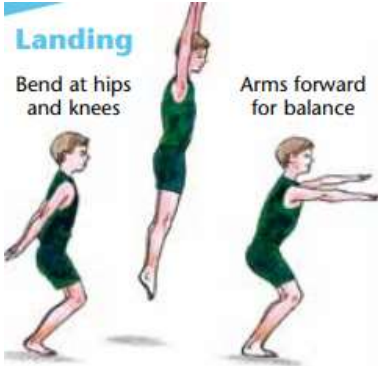
Year: 1

Term: Spring term 1



Unit: Gymnastics – Jumping Jacks



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Jump leap Star Jump Landing position Scissor leap Split Leap Quarter and half turn Full turn hop	<p>How to use space safely with an awareness of others.</p> <p>There are different types of jumps –</p> <p>Star Jump</p>  <p>Scissor leap</p>	<p>The importance of landing correctly when leaping or jumping.</p> <p>Landing</p>  <p>Bend at hips and knees</p> <p>Arms forward for balance</p> <p>how to perform basic gymnastic actions, including travelling, jumping and staying still.</p>	<p>Perform standing jumps from two feet from a low bench and stress the importance of landings that 'stick'</p> <p>to show shapes as held positions before attempting them as jumps</p> <p>Begin to link movements</p> <p>to use different pieces of equipment and apparatus safely</p> <p>Perform leaps with a single leg take-off along a straight line</p> <p>copy and explore basic gymnastics actions with some control and co-ordination.</p> <p>watch and discuss my own and others' work.</p>



Split leap



Quarter and half turns:



That they need sufficient space for their work and are aware of others when completing tasks

how to land using a ball of foot to heel action

St Anne's C of E Primary School Curriculum Plan

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Year: 1

Term: Spring 2



Unit: Dance – Moving Words



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>5 Basic actions – travel, jump, turn, gesture, stillness. (Gesture – any action done with a body part that is not taking weight) Stimulus – A starting point, which creates ideas for movement. Accent – Emphasis on a particular movement. Direction – Forwards / backwards sideways / diagonally Compose – to explore and improvise, select, shape and refine movements into dance phases or whole dances. Improvise – An immediate movement response to a specific idea or stimulus.</p>	<p>what it feels like to breathe quickly during exercise.</p> <p>what they have done or seen others doing.</p> <p>why being active and playing games is good for you.</p> <p>Dance is a way of moving your body in relation to music.</p>	<p>They need to be aware of each other as they move around the room.</p> <p>how to respond imaginatively to a range of stimuli.</p> <p>How to move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>how to perform movement phrases using a range of different body actions and parts.</p> <p>how to creativity link movements, combining different ways of travelling, with beginnings, middles and ends.</p>	<p>to interpret words and perform them through physical actions.</p> <p>Express ideas and respond to a range of stimuli.</p> <p>Perform short dances with a clear start/middle/end</p>

St Anne's C of E Primary School Curriculum Plan

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Year: 1

Term: Summer 1



Unit: FUNdamentals 2 – Throwing / Receiving / striking



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Accuracy Aiming Control Bounce Teamwork React Target grip Drop feed Underarm feed	<p>They share the area and how to do this safely.</p> <p>Control the ball you can use a bat to control a ball.</p>  <p>Striking a ball</p> <ul style="list-style-type: none"> - To stand sideways - Raise arm behind you slightly - To hold bat with a firm 'shaking hands' grip. 	<p>how to show control of a ball with basic actions and develop and practise ball handling skills.</p> <p>It is important to watch the ball when receiving and sending it.</p> <p>how to recognise what is successful and how to change a technique for next time..</p> <p>That there are two ways in which the ball can be delivered, by themselves using a drop feed or by another person using an underarm feed.</p>	<p>Work co-operatively with a partner or small group.</p> <p>aim and throw a ball safely.</p> <p>receive a ball successfully.</p> <p>Strike a ball to different size targets showing some control.</p> <p>Demonstrate a drop feed to their bat.</p> <p>Work with others to demonstrate an underarm feed to their bat</p> <p>Strike a ball to a partner showing some control.</p> <p>Throw a ball to a partner incorporating a bounce successfully.</p>

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Unit: Multi Skills – Games (Improving techniques)



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
Aim Bat Catch Bounce Grip Control Stop Rolling Movement Space Forwards Backwards Teamwork Success Scoring Hand ready	<p>how to apply skills and tactics in simple games, including recognising space and using it their advantage.</p> <p>how to be active and know that playing games is good for you.</p> <p>How to play in a safe way.</p> <p>how to describe why running and playing games is good for you.</p> <p>how to watch, copy and describe others play.</p> <p>how to talk about and develop their movement skills needed in games.</p>	<p>how to follow simple rules for games and compete in physical activities both against self and against others.</p> <p>how to move fluently, changing direction and speed.</p> <p>how to show basic control of the ball, including when striking a ball.</p> <p>The rules of a simple activity or game and work within them to complete the activity or game.</p>	<p>move in different ways.</p> <p>catch and stop a ball.</p> <p>strike a ball.</p> <p>to recognise space.</p> <p>follow simple rules of the game.</p> <p>Play games in a safe way.</p> <p>try and find ways to win games.</p> <p>to play games using skills learnt.</p>