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| **Physical Education KS1**  Throughout the year the children will cover a variety of aspects of the PE curriculum to ensure all children:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | |
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| **Autumn 1** | **Games** – Fundamentals of movement – Sports coaches   * To move safely and actively about the space * To move actively and safely about the space when using equipment   **Gym** – YR/Y1 – Introductory unit Use of space, footwork, awareness of parts of the body and direction   * To use space safely * Recognize direction and travel with control * Identify and use body parts * Work cooperatively to move simple apparatus   **Gym** – Y1/Y2 – Rocking and Rolling (Unit F Y1)   * Which body parts can you rock on * Spin, rock, turn and roll on different body parts * Plan and link a series of movements together * Work safely with an awareness of other * Adapt work from the floor to apparatus |
| **Autumn 2** | **Games** – Throwing and catching – Sports coaches   * To know and show different ways of using a ball * To understand how to use apparatus for its intended purpose * To throw and catch using a range of apparatus * To understand the concept of aiming games   **Dance** – REC –Autumn Leaves (unit 1), Icicles, and water (unit 2)   * Travel safely in a variety of ways on a different parts of your body * Recognise and make simple shapes with your body * Move on different level and in different directions * Recognise and use changes of speed   **Dance** – Y1/Y2Conkers (unit 10) Friends (unit 2) Shadows (unit 2)   * Work cooperatively in pairs and threes to create a dance * Respond to different stimuli * Change and vary actions to show contrast * Select and use appropriate dance moves * Recognise, describe and comment on the quality of basic actions and relationships |
| **Spring 1** | **Games** – Ball skills – Sports coaches   * To steer and send a ball safely in different directions using a bat * To improve the co-ordination, control and consistency of their actions * To use and vary simple tactics   **Gym** – YR/Y1 – Travelling taking weight on different body parts (Unit C YR)   * To travel with control on different body parts * To show an awareness of different speeds and levels * Link movements together * To safely transfer work from the floor to apparatus   **Gym** – Y1/Y2 – Parts high, Parts Low (Unit H Y2)   * To travel and balance confidently * Showing body parts high and low * Demonstrate being close to and far away from the floor and apparatus * Link 3 movements together * Show contrast in shape and speed   Adapt and transfer work from the floor to the apparatus safely |
| **Spring 2** | **Games** – Net and Wall games – Sports coaches   * To develop and extend their sending and receiving skills * To know rules for a game * To develop simple group tactics * To move actively and safely about the space and in teams   **Dance** – YR/Y1 – Mr Jelly and Mr Strong (unit 2) Wriggling William (unit 2)   * Recognise and use strong and light movement to jump and travel * Move in different directions * Describe what they are doing using appropriate language   Hungry Caterpillar (unit 4)   * Recognise and use curled and stretched shape * Choose different movements to tell a story * Be able to remember simple action and repeat them   **Dance** – Y1/Y2 – Handa’s Surprise (Unit 3 Y1)   * Explore actions in response to stimuli * Use a variety of basic actions to create a dance * Communicate mood, feelings and ideas through dance   Observe each other and talk about their dances using appropriate language |

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| **Summer 1** | **Games** – Striking games – Sports coaches   * To develop and extend their sending and receiving skills * To know rules for a game * To develop simple group tactics * To move actively and safely about the space and in teams   **Gym** – YR/Y1 – Points and Patches (Unit E Y1)   * To travel confidently and competently on different body parts including hands * To hold still and balance position on large or small body parts * To link two balances together * To adapt floor work safely onto apparatus   **Gym** – Y1/Y2 – Linking movements together (Unit k Y2)   * To understand how different movements can be linked together smoothly * Plan sequences of patterns of three or more movements that they remember and repeat * Recognise and use changes in level, speed and direction * To compose and perform a simple sequence with a partner |
| **Summer 2** | **Athletics** – Sports coaches or Val S Unit 2   * To remember and repeat a series of running, throwing and jumping activities with growing control * Familiarise themselves with equipment and use it appropriately * To practice key skills for sports day- skipping, running, balancing, jumping   **Dance** – R/1 Shaking puppet (Unit 3) The Scarf (Unit 4)   * Recognise and use a variety of body shapes * Move and freeze with control * Travel and turn on high and low levels * Travel rise and fall * Different speeds * Jump and land safely   **Dance** – Y2 unit English Traditional Dances   * Copy and perform simple movements * Movements and patterns * Understand dance plays an important part in other cultures * Recognise that dance has changed in history * Dance is active and changes occur in their bodies * Perform dances with a simple structure and different formations * Understand and talk about contrasting and dynamic elements |