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| **Stukeley Federation 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 – Wide, Narrow, Curled (Unit G Y1   * To travel, balance and jump confidently showing a variety of body shapes * To understand and demonstrate contrasts in level and shape * To observe, copy and describe what others are doing * Select and link together three different movements   Gym – Y1/Y2 – Pathways, straight, zig-zag and curving (Unit 1 Y2)   * To travel confidently and competently in different ways and on different body parts * To understand and create different pathways and move in different directions * To link together three different movements showing contrasts in speed and level * Perform a limited range of skills with a partner |
| **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 – YR/Y1 – The rainbow fish and we’re going on a bear hunt (Unit 4 Y1)   * Perform the basics actions with increasing control * Choose appropriate dance actions and phrases to convey the meaning of the story * Rehearse their dance to perform it with quality and style * Remember and repeat simple actions to make up the dance idea * Perform basic dance actions of travelling, turning, gesture, shape, jumping and stillness   Dance – Y1/Y2 – Fog and sunshine, Washing day, Handa’s Surprise (Unit 3 Y1)   * Travel smoothly by rolling and sliding * Change and vary actions – understand and demonstrate the contrasting dynamic elements of heavy and light * Perform the basic actions with increasing control * Explore actions in response to the stimuli |
| **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 – Wide, Narrow, Curled (Unit G Y1)   * To travel, balance and jump confidently showing a variety of body shapes * To understand and demonstrate contrasts in level and shape * To observe, copy and describe what others are doing * Select and link together three different movements |
| **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 – The scarf, painting patterns and the Hungry Caterpillar (Unit 4 YR)   * Recognsie and show wide, thin and ball shapes * Jump and land with control * Recognise and use light, rising and sinking movements * Repeat short phrases of movement * Follow and copy a partner * Make patterns in the air and on the floor * Recognise and use curled and stretched shapes, both in a stationary position and on the move   Dance – Y1/Y2 – Words and word messages and The Three little pigs (Unit 3 Y2)   * Work co-operatively in pairs or small groups * Change and vary actions * Use a variety of basic actions to create their dance, turning, jumping, gesture, shape, stillness and travelling * Be able to follow a narrative |
| **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 – Flight, bouncing, jumping and landing (Unit D Y1)   * To bounce, hop, spring and jump using a variety of take offs and landings * To observe, recognize and copy different body shapes * To link together two or more actions with control and be able to repeat them * To describe what they see using appropriate vocabulary   Gym – Y1/Y2 – Turning, spinning and twisting (Unit J Y2)   * To turn, spin and twist on different body parts, showing control and co-ordination * To understand that one part of the body must be ‘fixed’ * To create a twist, to link together three movements showing contrasts in speed and level * To use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus |
| **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 – YR/Y1 – Streamers, conkers and playing with a ball (Unit 1 Y1)   * Make rounded, wide and thin shapes with their bodies * Draw rounded and spiky shapes in the air * Move in different directions and high and low * Travel rhythmically on feet, hopping and skipping * Move and freeze with control and co-ordination * Recognize and respond to changes in music   Dance – Y1/Y2 – The rainbow fish and we’re going on a bear hunt   * Perform the basics actions with increasing control * Choose appropriate dance actions and phrases to convey the meaning of the story * Rehearse their dance to perform it with quality and style * Remember and repeat simple actions to make up the dance idea * Perform basic dance actions of travelling, turning, gesture, shape, jumping and stillness |