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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
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| **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

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| **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
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| **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
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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 – 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
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| **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
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