

Autumn 1

Playground games planning created by year
1 staff

YEAR

1

UNIT OF WORK

Gymnastics



PRIOR KNOWLEDGE

Children should be able to:

- Travel and land safely
- Move confidently in different ways including speed and direction
- Combine different actions and movements with ease and fluency.



KEY OUTCOMES

PHYSICAL

- To move confidently in different ways, using changes in speed, level and direction and combine
- To show control and balance when performing a range of jumps.
- To perform and link different balances and shapes with control and strength.
- To develop a range of different rocking actions.
- To begin to perform a forward roll.



KEY OUTCOMES

THINKING

- To discuss and demonstrate how to change speed and direction to find space and to show contrasting ways of travelling.
- To observe a partner's sequence and provide feedback.
- To describe and demonstrate different gymnastic actions and movements and link them together in a sequence.
- To describe what they have seen using appropriate language.
- To remember and repeat short sequences of movements.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To work cooperatively with a partner when creating shapes.
- To give simple instructions to a partner or group during the warmup.
- To problem solve with a partner to improve their sequence.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To move apparatus (mats) safely.
- To explain how their body feels when tensed.
- To explain how their body feels during relaxation.

END POINTS

Children should be able to:

- Move confidently in different ways including speed and direction - in a sequence (combination)
- Perform a range of jumps with control and balance
- Perform and link different balances with control and strength
- Demonstrate a range of rocking and rolling actions.

KEY VOCABULARY

rocking, apparatus,
sequence, balance,
tense/ tension

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1 and 2
S & E Skills – 1
H.A.L - 1 and 2

Autumn 2

	<u>Dance</u>
<u>Key knowledge (I know/ understand...)</u>	understand that actions can be sequenced to create a dance. understand that I can create fast and slow actions to show an idea. understand that there are different directions and pathways within space. understand that when dancing with a partner it is important to be aware of each other and keep in time. know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. know that if I use exaggerated actions it helps the audience to see them clearly
<u>Key Skills (I can...)</u>	Copy and repeat actions. Put a sequence of actions together to create a routine. Vary the speed of my actions. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances, beginning to say how I could improve.

YEAR

1

UNIT OF WORK

Fundamental Skills



PRIOR KNOWLEDGE

Children should be able to:

- Demonstrates control when rolling, patting, throwing an object.
- Tracks the flight of an object and begins to catch more consistently.
- Use feet stop a ball when moving.



KEY OUTCOMES

PHYSICAL

- To move with control, changing direction and speed when playing avoiding and chasing games.
- To catch a large ball with two hands consistently.
- To demonstrate good co-ordination skills when using hands to dribble a large ball.
- To use an underarm throw to accurately send a ball or bean bag to a partner or at a target.
- To catch a bean bag or small ball with two hands.



KEY OUTCOMES

THINKING

- To identify space and move into it when playing chasing and avoiding games.
- To discuss which skills/ ideas they can use within a game.
- To use basic tactics for attacking and defending.
- To change skills in response to what a partner or opponent is doing.
- To identify good examples of skills and copy them.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss the word determination and what it means.
- To demonstrate determination during 1v1 or group games.
- To identify when they have used determination in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how practising their skills and playing games can make them feel warmer.
- To describe how their body feels when they are exercising.
- To describe how their body feels before starting, during and after a PE lesson.

END POINTS

Children should be able to:

- Move with control, changing direction and speed when playing avoiding and chasing games.
- Accurately throw a ball or bean bag to themselves.
- Catch a ball or bean bag with some consistency.
- Dribble a basketball with two hands.
- Begin to recognise good examples of specific skills.

KEY VOCABULARY

underarm, control, accurate, direction, dribble, attack, space.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1 and 2
S & E Skills – 2
H.A.L - 1 and 2

Spring 1

YEAR

1

UNIT OF WORK

Fundamental Skills



PRIOR KNOWLEDGE

Children should be able to:

- Demonstrates control when rolling, patting, throwing an object.
- Tracks the flight of an object and begins to catch more consistently.
- Use feet stop a ball when moving.



KEY OUTCOMES

PHYSICAL

- To move with control, changing direction and speed when playing avoiding and chasing games.
- To catch a large ball with two hands consistently.
- To demonstrate good co-ordination skills when using hands to dribble a large ball.
- To use an underarm throw to accurately send a ball or bean bag to a partner or at a target.
- To catch a bean bag or small ball with two hands.



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KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how practising their skills and playing games can make them feel warmer.
- To describe how their body feels when they are exercising.
- To describe how their body feels before starting, during and after a PE lesson.

END POINTS

Children should be able to:

- Move with control, changing direction and speed when playing avoiding and chasing games.
- Accurately throw a ball or bean bag to themselves.
- Catch a ball or bean bag with some consistency.
- Dribble a basketball with two hands.
- Begin to recognise good examples of specific skills.

KEY VOCABULARY

underarm, control, accurate, direction, dribble, attack, space.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1 and 2
S & E Skills – 2
H.A.L - 1 and 2

YEAR

1

UNIT OF WORK

Sending and Receiving



PRIOR KNOWLEDGE

Children should be able to:

- Demonstrates control when rolling, patting, throwing an object.
- Tracks the flight of an object and begins to catch more consistently.
- Use feet stop a ball when moving.



KEY OUTCOMES

PHYSICAL

- To use both underarm and overarm throws to send a ball accurately to a partner or a target.
- To catch a large ball or small ball with two hands consistently.
- To move with control, changing direction and speed when playing avoiding and chasing games.



KEY OUTCOMES

THINKING

- To keep possession of the ball and choose the right time to attempt to score.
- To understand how to be alert, prepared and ready to help and support a team.
- To use different tactics when attacking or defending.
- To work cooperatively and competitively with a partner.
- To improve the quality of an underarm throw, using feedback from a teacher or partner.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss what fairness means and how it may apply to PE.
- To explain what fairness means.
- To demonstrate fairness when sharing a space with a partner.
- To identify and explain why they have used fairness within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how practising their skills and playing games can make them feel warmer.
- To describe how their body feels when they are exercising.
- To describe how their body feels before starting, during and after a PE lesson.

END POINTS

Children should be able to:

- To use both underarm and overarm throws to send a ball accurately.
- Consistently stop a rolling ball and catch a ball with consistency.
- To work cooperatively and competitively with a partner and use different tactics when attacking and defending.
- To demonstrate 'fairness' when working in a team game environment.

KEY VOCABULARY

underarm, overarm
control, accurate,
direction, dodge

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 2
S & E Skills – 1 and 2
H.A.L - 1 and 2

Spring 2

YEAR
1/2

UNIT OF WORK

Health and Fitness



PRIOR KNOWLEDGE

Children should be able to:

- To follow stop and start instructions and change direction when moving at speed.
- To hop and balance with control.
- To accelerate/ decelerate in response to a command or instruction and use changes in direction and speed to find and use space.



KEY OUTCOMES

PHYSICAL

- To explore the impact of movement & physical activity on our bodies.
- To explore the skill of agility.
- To explore how power can be used in different movements.
- To explore and begin to develop strength.
- To explore and begin to develop balance.



KEY OUTCOMES

THINKING / KNOWLEDGE

- To use agility to help achieve success within a game or challenge.
- To explain when strength is needed.
- To explain when balance is needed and use observation skills to evaluate what is a good balance.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- Demonstrate and identify examples of resilience and determination.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain why movement is important in staying healthy.
- To explain in simple terms why agility is an important part of health & fitness.
- To explain why rest is important when exercising.
- To explain using simple terms what a warm-up is and how it prepares them for the lesson.

END POINTS

Children should be able to:

- Run using changes in speed and direction fluently.
- Run for an increasing period of time.
- Challenge themselves to use resilience beat a personal best.
- Talk about why it is good for them to take part in physical activity.

KEY VOCABULARY

Agility, balance, power, stamina, skeleton, flexibility, hydration, heart rate,

LINKS TO ASSESSMENT

Physical Skills - 1 and 2
Thinking Skills - 1
S & E Skills - 1 and 2
H.A.L - 1 and 2

YEAR

1

UNIT OF WORK

Athletics



PRIOR KNOWLEDGE

Children should be able to:

- Jumps and land safely in different ways
- Negotiate space successfully.
- Increased control when throwing or rolling an object
- Travels confidently around, under and over equipment and obstacles.



KEY OUTCOMES

PHYSICAL

- To use agility to change direction at pace.
- To use under-arm throw for accuracy.
- To develop over-arm throw for accuracy and power.
- To apply jumping, agility and throwing in different events.
- To land safely, with control and balance, when performing a range of jumps.



KEY OUTCOMES

THINKING

- To identify the actions and movements used when jumping and practise the skills to improve their performance.
- To improve my agility using teaching points and feedback.
- To explain how to throw accurately underarm.
- To know when to use overarm and underarm throws.
- To explain how to jump/ throw further.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To work cooperatively with a partner when completing a long jump.
- To clearly instruct a partner on how to move effectively.
- To show a developing ability to problem solve when using an underarm throw.
- To give feedback to a partner relating to key teaching points.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand and talk about why it is good for them to take part in physical activity.
- To understand why they become out of breath during exercise.
- To identify which type of movements (slow, medium or fast) have the greatest effect on our heartbeat.

END POINTS

Children should be able to:

- Land safely with control, when performing a range of jumping techniques.
- Perform good running techniques when travelling over different distances.
- Accurately send a ball to a partner or a target Change direction and speed quickly.

KEY VOCABULARY

agility, underarm,
overarm, control, heart,
breathing,

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1
H.A.L – 1 and 2

Summer 1

	<u>Yoga</u>
<u>Key knowledge</u> <u>(I know/ understand ...)</u>	Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Strategy: understand that yoga can make me feel happy
<u>Key Skills</u> <u>(I can...)</u>	Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst beginning to perform simple poses. . Strategy: recognise my own feelings and begin positive talk about myself..

Sports day skills planned by year 1 staff

Summer 2

YEAR

1

UNIT OF WORK

Games



PRIOR KNOWLEDGE

Children should be able to:

- Demonstrates control when rolling, patting, throwing an object.
- Tracks the flight of an object and begins to catch more consistently.
- Use feet stop a ball when moving



KEY OUTCOMES

PHYSICAL

- To move with control, changing direction and speed when playing avoiding and chasing games.
- To accurately throw underarm.
- To catch a large ball or small ball with two hands consistently.
- To kick and strike a ball to a partner or at a target with accuracy and control.
- To move a ball around an area using the feet and a racket.



KEY OUTCOMES

THINKING

- To identify space and move into it.
- To discuss and identify which skills they can use within a game.
- To use different tactics when attacking or defending.
- To work cooperatively and competitively with a partner.
- To improve the quality of an underarm throw, using feedback from a teacher or partner.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss what fairness means and how it may apply to PE.
- To explain what fairness means.
- To demonstrate fairness when sharing a space with a partner.
- To identify and explain why they have used fairness within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how practising their skills and playing games can make them feel warmer.
- To describe how their body feels when they are exercising.
- To describe how their body feels before starting, during and after a PE lesson.

END POINTS

Children should be able to:

- Accurately throw a ball or bean bag to themselves.
- Consistently chase and stop a rolling ball.
- Catch a ball or bean bag with some consistency.
- Kick a ball to a partner with control and some accuracy.
- Use feet to move a ball around an area, keeping control.
- Use a racket to strike a ball with some accuracy.

KEY VOCABULARY

underarm, control,
accurate, direction,
strike.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 2
S & E Skills – 1 and 2
H.A.L - 1 and 2