

PE Medium Term Planning- Year 1

Key Knowledge

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending
perform dances using simple movement patterns.

Year group Year 1	Key Knowledge	Physical skills	Social skills	Emotional skills	Thinking skills
Autumn 1 Fundamentals-Year 1	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. 	<ul style="list-style-type: none"> To interact with other pupils in the class. To show an awareness of others when moving around the space. To move around whilst keeping myself and others safe. To support and encourage others. To help others with the task To praise others in the class. 	<ul style="list-style-type: none"> To challenge myself. To control my emotions. To play honestly and abide by the rules. To challenge myself to get the best score for me. To persevere when learning something new. To take my time and not give up when I am struggling. 	<ul style="list-style-type: none"> To use the teaching points to help me to improve. To identify the difference between walking, jogging, and sprinting. To listen to the instructions and understand what to do. To identify what movement to choose to succeed in the task. To listen to and follow instructions accurately. To use the teaching points to

help i...
improve.

		<ul style="list-style-type: none"> • To explore co-ordination and combining jumps. • To explore combination jumping and skipping in an individual rope. 			
<p>Autumn 2 Dance- Year 1</p>	<ul style="list-style-type: none"> • Focus and concentration is necessary when dancing. • Dance can be thought of as a narrative. • Movements can be sequenced to create a dance. • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. • When dancing with a partner it is important to be aware of each other and keep time. 	<ul style="list-style-type: none"> • To explore travelling actions and use counts of 8 to move in time with the music. • To remember and repeat actions and respond imaginatively to a stimulus. • To copy, remember and repeat actions that represent the theme. • To copy, repeat, create and perform actions that represent the theme. • To use expression and create actions that relate to the story. 	<ul style="list-style-type: none"> • To show respect when watching others perform. • To discuss and share ideas with a partner before deciding together what actions to do. • To discuss ideas and come to a decision with a partner about which pathway to use. 	<ul style="list-style-type: none"> • To be confident to move and perform. • To show confidence to move in character • To accept ideas that differ from my own. • To think about other peoples feelings when providing feedback. • To show kindness to others when providing feedback. 	<ul style="list-style-type: none"> • To choose my own actions to travel, move and pose to create my dance. • To choose actions that link to the idea. • To copy and repeat actions. • To create actions that represent the theme. • To provide feedback to a partner helping them to improve.

		<ul style="list-style-type: none"> • To use a pathway when travelling. 			
<p>Spring 1 Gymnastics- Year 1</p>	<ul style="list-style-type: none"> • To know how to correct stretch muscles in the warm up. • To have a basic understanding that conditioning builds muscle strength & endurance. • To know how to safely land and finish skills. • To know all basic gymnastics shapes. • To know how to safely forward roll. • To understand that it is important for us to warm up before we start gymnastics. • To know that we only jump once on a springboard • To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. • To know how long balances are held for (3 seconds) 	<ul style="list-style-type: none"> • To explore travelling movements using the space around you. • To develop quality when performing gymnastic shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> • To show respect when watching others perform. • To collaborate with a partner to create shapes. • To share a workspace being considerate of others. • To work safely with and around others. 	<ul style="list-style-type: none"> • To be confident to share my ideas. • To be accepting if my ideas are not used. • To persevere when learning new skills. 	<ul style="list-style-type: none"> • To understand that using a starting and finishing position will let people know when my sequence has begun and when it has ended. • To know that I can improve my shapes by extending parts of my body. • To choose travelling actions and balances to link together. • To create a sequence using different actions and remember which actions I have included. • To understand how to make shapes with my body that help me to roll. • To select and link actions to create a sequence.
<p>Spring 2 Yoga- Year 1</p>	<ul style="list-style-type: none"> • That exercise causes the heart rate to rise; 	<ul style="list-style-type: none"> • To explore yoga and mindfulness. 	<ul style="list-style-type: none"> • To move safely around others. 	<ul style="list-style-type: none"> • To show focus and 	<ul style="list-style-type: none"> • To recognise how yoga makes me

	<p>cheeks might flush, the body may sweat and body temperature rises.</p> <ul style="list-style-type: none"> • The importance of stretching and staying hydrated. 	<ul style="list-style-type: none"> • To be able to copy and remember poses. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner. 	<ul style="list-style-type: none"> • To listen to other people's creative input. • To work with others and share ideas. • To make sensible decisions to keep myself and others safe. • To be able to share resources with others. 	<p>concentration when completing breathing exercises.</p> <ul style="list-style-type: none"> • To work with focus. • To identify how yoga makes me feel. 	<p>feel.</p> <ul style="list-style-type: none"> • To remember and perform the correct action for the instruction given. • To notice my breathing when in yoga poses. • To be able to concentrate and remain still. • To select and apply the poses learnt. • To be able to match the poses I see on a resource card.
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<p>Summer 1 Athletics- Year 1</p>	<ul style="list-style-type: none"> • Knows and can describe how the body feels during and after different physical activities. • Knows that physical activity is important to stay healthy 	<ul style="list-style-type: none"> • To learn to move at different speeds for varying distances. • To develop a foundation for balance and stability. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy. 	<ul style="list-style-type: none"> • To make safe decisions when moving around others. • To be aware of others and move around safely. • To work collaboratively with others. 	<ul style="list-style-type: none"> • To persevere when things get hard. • To work independently. • To play to the rules. • To work to my personal best. • To show determination to improve on my previous throw. 	<ul style="list-style-type: none"> • To reflect on how different exercises affect the body. • To identify what helped me to maintain balance. • To identify what helps me to change direction. • Understand that landing on the balls of my feet helps me to land with control. • To choose a throw that will make it harder for the opposition to return. • To understand that where my hand releases an
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					<p>objc effect on the throw.</p>
<p>Summer 2 Striking and Fielding- Year 1</p>	<ul style="list-style-type: none"> • Knows and can Describe how the body feels before, during and after exercise. • The importance of stretching and staying hydrated. • The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. • They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. • They will know that they can use their hands or feet to pass a ball. • They will know they will know that to throw/kick accurately they need to look at the target and aim. • To catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed. 	<ul style="list-style-type: none"> • To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out. 	<ul style="list-style-type: none"> • To interact with other pupils in the class. • To communicate with the other fielders in my team to effectively field the beanbag. • To work with others in my group to organise our game. • To support and encourage others to keep trying. • To show kind and considerate behaviour towards others when playing competitively. 	<ul style="list-style-type: none"> • To manage my emotions. • To play games honestly and abide by the rules. • To keep trying if I find striking the ball difficult. • To try my best. 	<ul style="list-style-type: none"> • To listen to the instructions and understand what to do. • To try to tactically place the beanbag away from others to score more points. • To understand the role of the fielder. • To understand the roles of a batter, bowler and fielder.

GDS Opportunities

- Can they persevere with a task and improve their performance through regular practice?
- Can they set personal challenges and are able to achieve these?
- Can they review, analyse and evaluate their own and others' strengths and weaknesses?
- Can they effectively transfer skills from one sport to another?
- Can they work effectively as a team showing good sportsmanship?
- Can they show a great understanding of rules and tactics and adapt tactics where necessary?
- Can they show ability and confidence performing skills at a competitive level?
- Can they show an understanding of the health and fitness side of PE?
- Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm?
- Do they show the skills to lead a group or become a sports leader?