



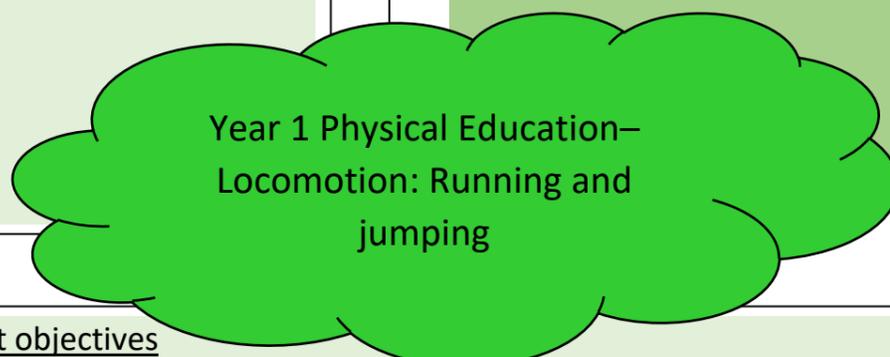
The Big Picture

In this unit, pupils will explore walking and jumping. This will support each child with their balance ability and provide children with better spatial awareness. These basic elements of travel are vital to a child's growth and development by helping them to move more efficiently. This includes head control, the use of large muscles, spatial awareness and speed.

What do we already know?

Knowledge Retrieval:

- To recognise walking and walking in different pathways.
- To recognise and perform a march.
- To recognise jumping.
- To jump for a distance.
- To jump for height.
- To recognise hopping.



NC objectives

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.

Key unit objectives

- To explore running and apply running into a game.
- To explore running at different speeds.
- To run for speed.
- To explore running in a team.
- To apply running into a competitive game.
- To explore how jumping affects our bodies.
- To explore skipping and apply it into a game.
- To describe how their body feels before, during and after an activity.

Key Questions

- Can they run and apply running skills into a game?
- Can they run for speed?
- Can they apply running into a competitive game?
- Can they explain how jumping affects our bodies?
- Can they skip in a game?
- Can they describe how their body feels before, during and after an activity?

Key vocabulary and understanding for concept connectors

Run – moving at a speed faster than a walk.

Walk – moving at a regular pace by lifting and setting down each foot in turn.

Speed – the rate at which someone or something moves.

Jump – pushing oneself off a surface and into the air by using the muscles in one's legs and feet.

Warm up – a set of exercises which prepare the body for physical sports.

Cool down – to bring the body back to its normal level after physical activity.



The Big Picture

In this unit, pupils will develop their throwing and catching skills. These skills are super important for children in KS1. Not only do you need them in a lot of sports but practising throwing and catching also helps to improve hand-eye coordination. This then affects other areas of learning and development such as handwriting and reading skills. Throwing and catching also helps children to develop fine motor skills by controlling the small muscles in the hand and fingers which are needed for specific movement.

What do we already know?

Knowledge Retrieval:

- To push a ball.
- To explore bouncing.
- To begin to throw underarm.
- To begin to throw over arm.
- To explore catching with both hands.

Year 1 Physical Education– Ball skills: Hands

NC objectives

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.

Key unit objectives

- To begin to send a ball (bouncing) with control.
- To begin to aim with accuracy.
- To begin to use power and speed when sending a ball.
- To begin to throw with accuracy and apply within a team.
- To begin to stop a ball.
- To develop sending (rolling) skills to score a point.
- To begin to catch with both hands.

Key Questions

- Can they bounce a ball with control?
- Can they use accuracy when sending a ball?
- Can they change the power and speed when sending a ball?
- Do they throw with accuracy?
- Can they stop a ball?
- Can they roll a piece of equipment with control?
- Can they throw underarm?
- Can they catch a ball with both hands?

Key vocabulary and understanding for concept connectors

Bounce – to hit against a surface quickly.

Aim – to point or direct a target.

Accuracy – being very precise and close to a target.

Underarm throw – involves applying a pushing force to an object to propel it.

Power – the ability to perform strength-based movements quickly.

Speed – the ability to move all or part of the body quickly.

Rolling – moving by turning over.



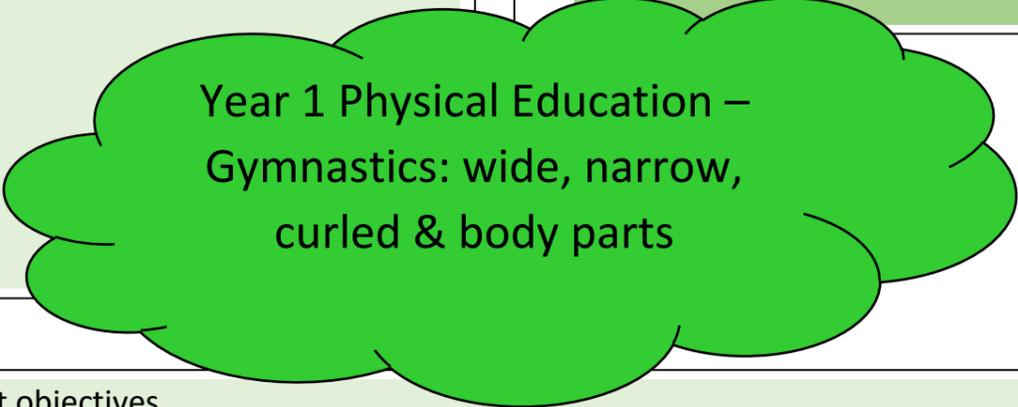
The Big Picture

As children transition from Reception into Year 1, they are developing an increasing understanding of all things physical, recognising activities and sports, and become more skilful by taking on new levels of challenge. This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence.

What do we already know?

Knowledge Retrieval:

- To recognise and use gymnastic apparatus.
- To apply high and low on apparatus.
- To move and make shapes using different body parts.
- To move in different directions.
- To move and make shapes in pairs.
- To explore big and small ways of moving and making shapes.



NC objectives

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.

Key unit objectives

- To understand wide, narrow and curled and their differences.
- To transition between wide, narrow and curled movements.
- To link two movements together.
- To begin to understand big and small body parts.
- To transition between wide, narrow and curled using big and small body parts.
- To begin to add movements together.

Key Questions

- Can they make their body tense, relaxed, curled and stretched?
- Can they control their body when travelling?
- Can they control their body when balancing?
- Can they climb safely?
- Can they curl and stretch in different ways?
- Can they copy sequences and repeat them?

Key vocabulary and understanding for concept connectors

Wide – using body parts to make a wide shape.

Narrow – using body parts to make a narrow shape.

Curled – using body parts to make a curled shape.

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Stretching – straightening or extending a body part it its full length.

Control – to direct own movements.



The Big Picture

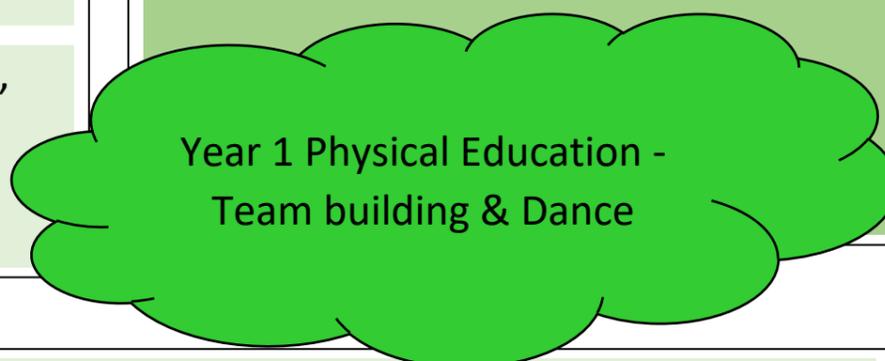
This unit allows children to take part in team building activities which is a great way to encourage communication and social skills – both of which are significant factors when playing a competitive sport. In addition, it helps children to listen, take leadership and think creatively which in time, supports a child’s self-confidence and self-esteem whilst encouraging them to become more empathetic and compassionate.

Dance helps children to improve their skill-related (including agility, balance and coordination) and the health-related fitness (including cardiovascular endurance, flexibility and muscular strength).

What do we already know?

Knowledge Retrieval:

Team building is a starter unit, there is no knowledge needed to begin this unit.



NC objectives

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.

Key unit objectives

- To understand the importance of teamwork.
- To know that trust and communication is needed to make a good team.
- To cooperate and communicate with others during activities.
- To explore simple strategies.
- To use expression in dance.
- To add movements together to make a sequenced dance.
- To respond to rhythm.

Key Questions

- Can they talk about what they’ve done?
- Do they know what makes a good team?
- Can they move to music?
- Can they copy dance moves?
- Can they perform some dance moves?
- Can they make up a short dance?
- Can they move around the space safely?
- Do they include expression in their dance?

Key vocabulary and understanding for concept connectors

Teamwork – working together with others to get to an end goal.

Expression – the way we show our emotion or thoughts to our audience through movements and body language.

Rhythm – the timing of events through sounds and silences over time.

Communication – the act of giving, receiving, and sharing information.



The Big Picture

In this unit, pupils are taught ball skills and manipulation of the ball using their feet. Not only does it encourage an active lifestyle, it also helps the children to develop crucial communication skills and stimulate social skills. In addition, it develops fundamental movement skills whilst also improving their team skills which in time, helps them to be a part of an effective team.

What do we already know?

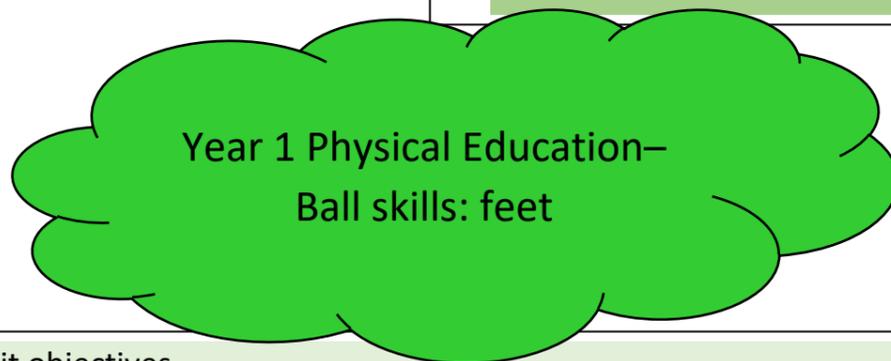
Knowledge Retrieval:

- To move with a ball using our feet.
- To understand dribbling.
- To begin to dribble against an opponent.

NC objectives

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.



Key unit objectives

- To move the ball using our feet.
- To apply dribbling in games.
- To begin to explore kicking (passing).
- To apply kicking (passing) to score a point.

Key Questions

- Can they kick in different ways?
- Can they move the ball using their feet?
- Can they pass the ball to someone on their team?
- Are they able to dribble the ball in a game?

Key vocabulary and understanding for concept connectors

Dribbling – controlling and travelling with a ball.

Kicking – the act of propelling a ball by striking it with the foot.

Passing – sending an object to a member of the same team to keep possession of it.

Possession – physical control of the ball.

Opponent – a person or thing that is the opposite position (playing against).

Attacking – attacking or engaging an opposing team to score points or goals.

Defending – to protect from danger or attack from the opposite team.



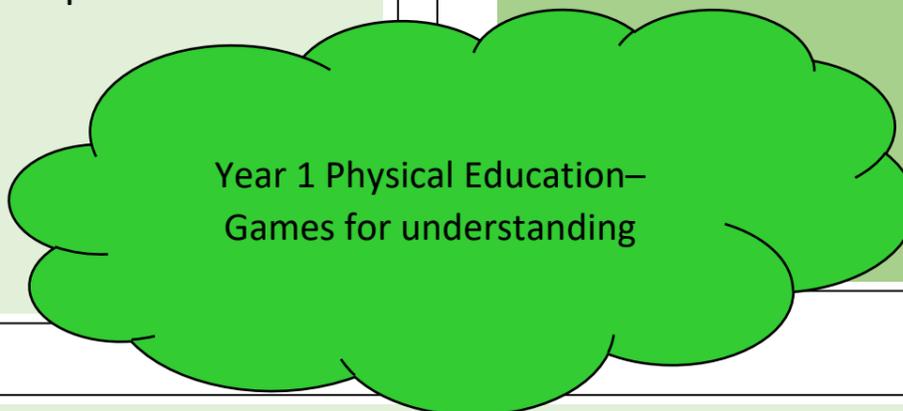
The Big Picture

In this unit, pupils are able to develop an overall sense of the sport, then, take a problem-solving approach to mastering skills. When they understand why each skill is important, children can apply the skills effectively during game play. This unit is vital for cognitive thinking during competitive play as it allows children to improve decision making skills and helps children to continue to develop teamwork further.

What do we already know?

Knowledge Retrieval:

- To be able to take turns.
- To begin to learn how to keep score of the game.
- To understand and play by the basic rules.
- To recognise and avoid a defender.
- To try to stop an attacker from scoring.



Year 1 Physical Education–
Games for understanding

NC objectives

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.

Key unit objectives

- To understand who the attackers are in a game.
- To understand who the defenders are in a game.
- To apply attacking and defending skills to a game.
- To develop teamwork and communication skills.

Key Questions

- Can they point out the attackers in a game?
- Can they point out the defenders in a game?
- Do they begin to apply attacking and defending skills to a game?
- Do they communicate with their team?
- Are they beginning to recognise what is needed within their team to make it work effectively?

Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Attacking – attacking or engaging an opposing team to score points or goals.

Attackers – someone who attacks.

Defenders – someone who defends.

Defending – to protect from danger or attack from the opposite team.

Rules – what is allowed or not allowed during a game.

Fair play – playing with good sportsmanship.