



Orton Wistow Primary School – Curriculum Plan



Subject : PE

Year : Year 1

Term : Autumn



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Multi Skills:

Running/Stopping - Some children will not naturally run/stop with a space in between their feet. If this is the case you could ask them to run with feet either side of the set point.

Changing Direction & Keeping Balance - To remain balanced when changing direction the children should shuffle their feet with a slight bend at the knee without ever crossing them. Children crossing legs will be slower and risk falling over.

Stopping/Catching - When stopping/catching it is important that the children place their hands close together.

Children will know that running and stopping is used to show an understanding of how the body functions/changes during exercise.

Children will know that changing directions and keeping balance is used to develop coordination and identify functions of the body and how they change during exercise.

Children will know that stopping and catching is used to display a degree of competency, both individually and in varied environments.

Children will understand how to use simple body functions to run over a set distance and be able to stop.

Children will understand how to use coordination to maintain a balanced position, based on the understanding of which body parts need to be where.





Children will understand how to use hand to eye coordination to throw and catch a ball, whether it be in isolation or a varied environment.





Children will understand the correct positioning of hands to stop a ball.

Children will be able to show agility by coordinating their feet so they are able to perform a basic running motion. Making sure that the knees are bending when stopping.





Children will be able to maintain balance when changing from different bodily positions by using coordination. Legs apart, hips slightly down, with the back arched.

Children will be able to stop a ball by placing their hands close together, with their leg positioned behind their hands to stop the balls travelling through. Fingers apart and outstretched hands. When focusing on larger balls, hands closer to the chest to provide a greater support behind them.

									
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<p>Dance: Inside – Is the centre of the space.</p> <p>Outside – This is to the edge of the space.</p> <p>Travel – Move from one place to another whilst moving to the music.</p> <p>Stimulus – Refers to the underlying inspiration of all of the dance movements within the routine.</p> <p>Canon Timing – Refers to when the children move one after the other.</p> <p>Gesture – A gesture is defined as a movement of a body part to express a theme or opinion. (Without traveling at this stage)</p>	<p>Children will know through movement to music and sound, changes of direction, level and speed occurs.</p> <p>Children will know a variety of sequences and creative ways to move to music.</p> <p>Children will know the fundamental movements of the body. (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)</p>	<p>Children will understand how to travel from one place to another whilst listening to music, using the fundamental movements of the body.</p> <p>Children will understand how to use dance stimulus to explain and display the inspiration of the dance movements within a set routine. Demonstrating the right sequences to match.</p> <p>Children will understand how to use canon timing effectively to show the fundamental movements of the body, understanding the timings of each child's movement.</p> <p>Children will understand how to appropriately use a gesture within a dance sequence, using the correct bodily function and movement.</p>	<p>Children will be able to use fundamental body movements, moving from inside to outside of a circle, to the support of music.</p> <p>Children will be able to use upper and lower body functions to change direction and move from one place to another.</p> <p>Children will be able to display inspiration for dance movements within the routine.</p> <p>Children will be able to express a theme or opinion through a gesture using body part movements.</p>						

			
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<p>Football (Team Games):</p> <p>Dribbling – Using body movements to keep a ball in close control, using your feet.</p> <p>Stopping – Using parts of the foot to stop a ball.</p> <p>Passing – Using the foot to move a ball from one person to another.</p> <p>Shooting – Striking a ball at a target, using your feet.</p> <p>Muscle Memory - For children to be able to develop a skill, they must be allowed the opportunity to practice it continuously.</p>	<p>Children will know dribbling is used to display an awareness of the development of the fundamentals of movement (Jog, Jump, Hop, Weight on Hands & Balance)</p> <p>Children will know the development of coordinating body movements to stop/pass the ball.</p> <p>Children will know the techniques used to strike a ball correctly. Use of lower body positioning.</p> <p>Children will know the opportunities to practice something, creating greater understanding of how to perform that technique or movement.</p>	<p>Children will understand how to dribble using the correct parts of the foot. Therefore, understanding how to place body parts in the correct position to move successfully with the ball.</p> <p>Children will understand how to stop/pass the ball with the correct areas of the foot. Therefore, understanding that each part has a different effect on the ball and the way it is used.</p> <p>Children will understand how to coordinate the body to ensure that striking the ball is correct, with using different parts of the foot.</p> <p>Children will understand how to practice a technique to improve and show progression in doing so.</p>	<p>Children will be able to keep the ball in front of them, use the part of the foot just to the outside of the laces with lots of light touches. Expanding on different areas of the foot and the impact that has on how they dribble with the ball.</p> <p>Children will be able to use the inside or the ball of the foot to stop the ball.</p> <p>Children will be able to use the instep of the foot to 'push' the ball. Moving the leg back and then forward to create momentum to do this action.</p> <p>Children will be able to place the ball level with the standing foot and be able to strike the ball with the laces. Keeping the head over the ball to ensure it stays closer to the ground.</p> <p>Children will be able to take part in Multiple attempts at a drill or activity to show progression with that skill.</p>



									
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<p>Gymnastics: 1 – 4 Point Balances – Indicates the point of contact with the mat.</p> <p>3 Point – 2 arms and one leg contact.</p> <p>Patch Balance – Trunk of the floor.</p> <p>Extension – Limbs are as straight as possible.</p> <p>Ways of travelling – Activity specific term for moving.</p>	<p>Children will know different gymnastic balances.</p> <p>Children will know that you need to use control in a balance to ensure that the balance is held for a longer period of time.</p> <p>Children will know during performance, you need to change direction, speed and level.</p> <p>Children will know ways of planning, repeating and sequencing of movements.</p> <p>Children will know flexibility is core to showing progression in gymnastics. Through practice and development of different balances and sequences.</p>	<p>Children will understand how to use different body changes in exercise to hold different gymnastic balances.</p> <p>Children will understand how to use different body parts to ensure different balances can be held.</p> <p>Children will know how to use change of direction and speed to travel into different sequences.</p> <p>Children will understand that extension needs to be used to create a smooth transition and stronger hold.</p>	<p>Children will be able to do 1-4 point balances on mats.</p> <p>Children will be able to do 3 point balances on mats, using their arms and legs.</p> <p>Children will be able to keep all limbs as straight as possible to improve core strength and balance.</p> <p>Children will be able to display movement (Travel) such as a jump or roll.</p> <p>Children will be able to demonstrate fluency from one balance to another.</p> <p>Children will be able to hold themselves in a balance (3-4 seconds) and (5-6 seconds)</p> <p>Children will be able to create routines including balances with control and extensions.</p>						



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PE





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Year 1





Term :

Spring



			
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<p>Invictus:</p> <p>Over-arm throwing – Throwing the ball above chest height.</p> <p>Inclusive games – Allows anyone to play. Can be adapted for all abilities.</p> <p>Goalball - Teams alternate who starts with the ball, and alternate which player starts within that team. You can stand, knee or sit.</p> <p>Team work and Problem solving - P.E is an excellent vehicle to allow children to develop people skills and how to interact within a group with a common demand.</p> <p>Health Related Exercise:</p>	<p>Children will know If they throw with their right hand, their left foot should be the furthest forward. The throwing hand stays high throughout, children should bend at the elbow and throw at 45 degrees.</p> <p>Children will know that games are inclusive, so each child can take part and benefit from the lesson.</p> <p>Children will know teamwork is needed to work cooperatively. Working as team benefits the overall outcome in a team game scenario.</p> <p>Children will know how to display respect, fair play and working well with others.</p>	<p>Children will understand how to use the correct body movements to throw the ball at a 45-degree angle.</p> <p>Children will understand inclusivity in PE is a core value to succeeding. Learning from another child and observing good practice is essential.</p> <p>Children will understand how to work as a team effectively, understanding how each member of the team is playing an important role to help everyone become better.</p> <p>Children will understand how to demonstrate fair play and displaying respect to other members of the class. Taking it in turns, congratulating each other, encouragement to other people on the team. Supporting one and another.</p>	<p>Children will be able to throw a ball over arm using the correct body movements. Improving on accuracy and hand to eye coordination.</p> <p>Children will be able to show an awareness of how the body functions/changes during exercise.</p> <p>Children will be able to demonstrate inclusivity in their games. Making sure that children are not left out and everyone, no matter their ability is taking part in the exercise.</p> <p>Children will be able to make it clear that fair play and respect is shown. Especially in team games, where the competition may be slightly higher.</p>



																					
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<p>Taking the pulse – The radial pulse is felt on the wrist, just under the thumb. Use two fingers to find the pulse correctly.</p> <p>The Heart – When starting an exercise, your heart beats faster. This is how muscles need more fuel (Oxygen)</p> <p>Speed Test – The ability to move any muscle group fast. Speed bounce jumping side to side.</p> <p>Heart and Lungs Test – The muscles need more oxygen for power. It's the job of the heart and lungs to provide this. Continuous running.</p> <p>Muscle Test – How well our muscles can do the same movement over and over again. Squats in a minute.</p> <p>Catching test – Putting your arms and legs in the right position. Focusing on coordination. Throwing an catching with a partner.</p>	<p>Children will know the correct way to measure a pulse.</p> <p>Children will know exercise makes your heart beat faster, creating a greater urge of oxygen in the body.</p> <p>Children will know the speed test focuses on groups of muscles all moving at the same time.</p> <p>Children will know the heart and lungs are there to provide oxygen to the muscles.</p> <p>Children will know repeating and performing sequences.</p> <p>Children will know placing your arms and legs in the right position will benefit them catching.</p>	<p>Children will understand taking the pulse shows an awareness of how the body changes/functions during exercise.</p> <p>Children will understand making your heart beat faster through exercise, the body is working harder to provide oxygen for the muscles to function.</p> <p>Children will understand how making your muscles to move fast at the same time will benefit their agility.</p> <p>Children will understand how the heart and lungs function, allowing oxygen to go to the active muscles during exercise.</p> <p>Children will understand how repeating a movement with your muscles shows how effective they are.</p> <p>Children will understand how positioning yourself in the correct place, improves your coordination.</p>	<p>Children will be able to measure their own pulse by placing two finger on their wrist, just under the thumb.</p> <p>Children will be able to relax and speed up their heart rate by meditation and active movement.</p> <p>Children will be able to show agility by jumping either side of a mat. (Speed bounce)</p> <p>Children will be able to continuously run, monitoring how much oxygen is going to the relevant parts of their body. I.e Legs and arms.</p> <p>Children will be able to squat using their legs muscles over and over again.</p> <p>Children will be able to place their body in the correct position to catch a ball from their partner.</p>																		



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Subject : PE

Year : Year 1





Term : Summer

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Introduction to athletic skills:									







									
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<p>Sprinting – Slice through the air with hands. Move the arms ‘hip to zip, not across the lips’ Keep head always facing forward.</p> <p>The start – Positioned with bent knees and arms ready. Bent back, ready to push off the ground.</p> <p>Standing Jump – Place both feet parallel, slightly bent knees, swinging arms, facing forward.</p> <p>The landing – When landing, must be with bent knees landing. This minimises the impact.</p> <p>Throwing over distance – Stand side on before throwing. If they throw with their right hand, their left foot should be the furthest forward. The throwing hand will stay high throughout. Elbow bent and thrown at a 45 degrees.</p> <p>Power – Produce more power standing side on. Transferring weight from back foot to front</p> <p>Striking and Fielding:</p> <p>Rolling/throwing to a target – Point fingers at target, moving arm in a steady motion.</p>	<p>Children will know sprinting is used to help develop the fundamentals of movement.</p> <p>Children will know how the body functions and changes during exercise.</p> <p>Children will know how to achieve success in a competitive environment.</p> <p>Children will know that the starting position is used to create greater momentum when running.</p> <p>Children will know throwing and catching displays a degree of competency, in isolation and in a varied environment.</p>	<p>Children will understand how they can use their body to maximise performance.</p> <p>Children will understand that transferring your weight from back to front will generate more power.</p> <p>Children will understand that landing with your knees bent minimises the risk of injury and takes away any damaging impact to the joints.</p> <p>Children will understand that the correct technique needs to be used to generate more speed.</p> <p>Children will understand that when throwing for accuracy it is best to throw underarm, with a slight bend in the knee.</p>	<p>Children will be able to follow instructions and be able to select the correct teaching point when given two different options.</p> <p>Children will be able to use the correct techniques and teaching points to ensure they run at their top speed.</p> <p>Children will be able to watch others and suggest ways in which they can improve.</p> <p>Children will be able to follow instructions and select the correct teaching points when given more than one option.</p>						



			
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<p>Stopping the ball – Place hands close together, fingers apart and outstretched, soft hands.</p> <p>Striking – Stand side on, swing bat in a motion which is parallel to the floor. Keep eyes on the ball.</p> <p>OAA:</p> <p>The Key – This is the small box in the corner of the map containing symbols.</p>	<p>Children will know the fundamentals of movement to achieve success in competitive environments, individually and as a team.</p> <p>Children will know how to participate displaying respect, fair play and working well with others.</p> <p>Children will know how to repeat and perform sequences of movements.</p>	<p>Children will understand that placing your hands close together, means there is less room for error when stopping a ball.</p> <p>Children will understand that hand eye coordination is being used when striking the ball.</p> <p>Children will understand that the key will help them find where they are on the map.</p>	<p>Children will be able to strike the ball with consistency using the teaching points.</p> <p>Children will be able to develop ability to analyse performance.</p> <p>Children will be able to watch others and suggest ways for them to improve.</p> <p>Children will be able to list the different points on a compass.</p> <p>Children will be able to describe what a 'key' is on a map.</p>



									
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<p>Start and Finish – The triangle marks where a child should start and the two circles (one inside the other) marks where the children should finish.</p> <p>Thumbing the map – Placing thumb on the map so it is facing the same way.</p> <p>Compass – Make sure that the compass is flat at all times.</p>	<p>Children will know how to use the fundamentals of movement to achieve success in competitive environments, individually and as a team.</p> <p>Children will know that when participating there needs to be respect, fair play and working well with other displayed.</p>	<p>Children will understand that the start and finish symbols, allows them to visually see where they need to go and ultimately finish, giving them clear direction.</p> <p>Children will understand that using your thumb will allow you to face the correct way.</p>	<p>Children will be able to use the key to help them find where they are on a map.</p> <p>Children will be able to move their thumb and map to display where they are.</p> <p>Children will be able to read a map and place their thumb in the correct place with guidance.</p>						