



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

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<p>Netball</p> <p>Ball</p> <p>Control</p> <p>Balance</p> <p>Throw</p> <p>Catch</p> <p>Aim</p> <p>Accuracy</p> <p>Pass</p> <p>Roll</p> <p>Team</p> <p>Teamwork</p> <p>Space</p>	<p>Children will know the basic movements including running, jumping, throwing, catching, as well as developing balance, agility and coordination.</p> <p>Children will know they need to apply these basic movements in a range of activities.</p> <p>Children will know simple tactics for attacking and defending</p> <p>Children will know to participate in team games.</p>	<p>Children will understand different ways to use, move and send the ball.</p> <p>Children will understand how to develop different skills such as sending an object to a target, catching, gathering, rolling and basic ball control.</p> <p>Children will understand how to react to situations to make it difficult for opponents – Using simple tactics</p> <p>Children will understand how to play in a safe way.</p> <p>Children will understand how to show good awareness of others when playing games.</p> <p>Children will understand how to perform a range of actions while keeping the ball under control.</p>	<p>Children will be able to move with the ball.</p> <p>Children will be able to show control and accuracy when rolling a ball.</p> <p>Children will be able to bounce a ball.</p> <p>Children will be able to throw a ball.</p> <p>Children will be able to play in games against others.</p> <p>Children will be able to try and find ways to win games.</p>																		



<p>Dodgeball</p> <p>Throw</p> <p>Catch</p> <p>Dodge</p> <p>React</p> <p>Pass</p> <p>Roll</p> <p>Target</p> <p>Control</p> <p>Aim</p> <p>Teamwork</p> <p>Speeds</p>	<p>Children will know the basic movements including running, jumping, throwing, catching, as well as developing balance, agility and coordination.</p> <p>Children will know they need to apply these basic movements in a range of activities.</p> <p>Children will know simple tactics for attacking and defending</p> <p>Children will know to participate in team games.</p>	<p>Children will understand how to develop catching and striking skills.</p> <p>Children will understand how to move a ball in different ways.</p> <p>Children will understand how to pass, send and pass a ball with some accuracy.</p> <p>Children will understand how to develop ball handling skills.</p> <p>Children will understand how to develop decision making skills.</p> <p>Children will understand how to develop fundamental movement skills.</p> <p>Children will understand how to employ simple tactics in competitive games.</p>	<p>Children will be able to move in different ways, changing speed and direction.</p> <p>Children will be able to practise throwing using underarm technique.</p> <p>Children will be able to practice throwing using an overarm technique.</p> <p>Children will be able to send a ball at different speeds.</p> <p>Children will be able to catch a ball.</p> <p>Children will be able to participate in dodgeball games.</p>
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<p>Tag Rugby</p> <p>Belts</p> <p>Target</p> <p>Catch</p> <p>Space</p> <p>Attack</p> <p>Defend</p> <p>Try</p> <p>Tag</p>	<p>Children will know the basic movements including running, jumping, throwing, catching, as well as developing balance, agility and coordination.</p> <p>Children will know they need to apply these basic movements in a range of activities.</p> <p>Children will know simple tactics for attacking and defending</p> <p>Children will know to participate in team games.</p>	<p>Children will understand how to develop control and accuracy when throwing and catching a rugby ball.</p> <p>Children will understand how to improve movement skills whilst moving with the ball in two hands, progressing to beat a defender.</p> <p>Children will understand how to tag and begin tagging players in game situations.</p> <p>Children will understand and develop correct techniques of passing the ball.</p> <p>Children will have an understanding of tag rugby and participate in small games.</p> <p>Children will understand how to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Children will understand who the attackers and who the defenders are.</p>	<p>Children will be able to hold and move with a rugby ball.</p> <p>Children will be able to pass the ball pointing at the nose of the ball.</p> <p>Children will be able to pass accurately to a partner.</p> <p>Children will be able to run with the ball.</p> <p>Children will be able to play tag games.</p> <p>Children will be able to try to score goals by getting past opponents.</p>
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<p>Orienteering</p> <p>Teamwork</p> <p>Together</p> <p>Compass</p> <p>Map</p> <p>Route</p> <p>Directions</p> <p>Safety</p> <p>Problem solving</p> <p>Challenge</p>	<p>Children will know the basic movements including running, jumping, throwing, catching, as well as developing balance, agility and coordination.</p> <p>Children will know they need to apply these basic movements in a range of activities.</p> <p>Children will know to participate in team games.</p>	<p>Children will understand how to move in different directions and a variety of different ways.</p> <p>Children will understand some basic features on a map to select and plan a route.</p> <p>Children will understand the competitive side of orienteering and take part in a picture orienteering event, following rules and playing fairly.</p> <p>Children will begin to understand how to solve problems and problem solve with others.</p> <p>Children will understand what a compass is used for and be able to use the direction points.</p> <p>Children will understand safety rules and procedures for taking part in orienteering events.</p> <p>Children will understand how to participate in competition with others, completing a simple orienteering event.</p>	<p>Children will be able to move in different ways.</p> <p>Children will be able to work with others.</p> <p>Children will be able to use a basic map.</p> <p>Children will be able to plan a route on a map.</p> <p>Children will be able to solve problems on their own and with others.</p> <p>Children will be able to participate in an orienteering event.</p>
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Year : Year 1





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<p>Introduction to athletic skills:</p> <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>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 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 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>																		



									
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<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>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>Children will know throwing and catching displays a degree of competency, in isolation and in a varied environment.</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 understand that when throwing for accuracy it is best to throw underarm, with a slight bend in the knee.</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 be able to follow instructions and select the correct teaching points when given more than one option.</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>						

									
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<p>OAA:</p> <p>The Key – This is the small box in the corner of the map containing symbols.</p> <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 repeat and perform sequences of movements.</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 key will help them find where they are on the map.</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 list the different points on a compass.</p> <p>Children will be able to describe what a 'key' is on a map.</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>		

									
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