

PE at Horwich Parish Year 1 Booklet



Key Stage 1

End of Year Expectations

	Year1	Year 2
Dance	<p>Repeat dance phrases.</p> <p>Become increasingly physically confident.</p> <p>Become increasingly competent and confident.</p> <p>Perform dances using simple movement.</p>	<p>Create simple movement patterns showing an awareness of rhythm.</p> <p>Perform own dance routine.</p> <p>Use expression and emotion when performing.</p>
Gymnastics	<p>Develop fundamental movement skills</p> <p>Complete a forward roll from a low starting position.</p> <p>Become increasingly physically confident.</p> <p>Create a variety of shapes using their body.</p> <p>Perform basic sequences using space safely.</p>	<p>Start to develop a knowledge of a variety of skills.</p> <p>Recognise technical words that link to gymnastics.</p> <p>Travel under over and through a variety of equipment/apparatus.</p> <p>Distinguishing a good performance of skills.</p> <p>Become increasingly competent and confident.</p>
Sending and Receiving	<p>Pat, throw, kick, stop/receive a variety of objects/equipment.</p> <p>Enjoy tasks set out.</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Recognise speed and weight when sending a variety of objects.</p>	<p>Master sending and receiving different objects (height, weight, distance)</p> <p>Engage in competitive sports and activities.</p> <p>Become increasingly competent and confident.</p>

Key Stage 1

End of Year Expectations

	Year1	Year 2
Swimming	<p>Swim short distances using a buoyancy aid.</p> <p>Become more confident in the water.</p>	<p>Swim between 10-20m unaided.</p> <p>Become confident to travel under water.</p>
Athletics	<p>Throw a range of equipment at different targets .</p> <p>Begin to understand when to change speeds according to length of run/distance.</p> <p>Jump with both feet from a standing position.</p>	<p>Understand running speeds depending on distance and equipment.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Show determination and begin to show resilience when competing against self and others.</p>
Fundamental movements	<p>Develop fundamental movement skills including running and jumping.</p> <p>Navigate through moving children safely at a variety of speeds.</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Apply agility, balance and coordination skills, individually and with others.</p>	<p>Master basic movements including running and jumping.</p> <p>Become increasingly competent and confident.</p> <p>Engage in competitive sports and activities.</p>

Key Stage 1

End of Year Expectations

	Year 1	Year 2
Tactics and Strategies	<p>Participate in competitive games (both against self and against others).</p> <p>Start to develop a knowledge of a variety of skills.</p> <p>Engage in competitive sports and activities.</p> <p>Compete in modified sport/activities.</p>	<p>Develop simple tactics for attacking and defending.</p> <p>Apply simple tactics for attacking and defending.</p> <p>Become increasingly competent and confident.</p>
Competing	<p>Show enjoyment in achieving tasks set out.</p> <p>Compete against self and/or others .</p> <p>Develop competence to excel in a broad range of physical activities.</p>	<p>Know and explain key skills of a good performance.</p> <p>Enjoy communication, collaborating and competing with others .</p> <p>Defend an area when faced with an opponent.</p> <p>Attack an area when faced with an opponent .</p>

Year 1 PE Overview



Y1

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Develop fundamental movement skills including running and jumping.

Navigate through moving children safely at a variety of speeds.

Apply agility, balance and coordination skills, individually and with others.

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Gymnastics

Develop fundamental movement skills

Become increasingly physically confident.

Create a variety of shapes using their body.

Perform basic sequences using space safely.

Recognise technical words that link to gymnastics.

Become increasingly competent and confident.

Dance

Repeat dance phrases.

Become increasingly physically confident.

Become increasingly competent and confident.

Use expression and emotion when performing.

Perform dances using simple movement.

Sending and Receiving

Pat, throw, kick, stop/receive a variety of objects/equipment .

Enjoy tasks set out.

Become increasingly physically confident.

Start to develop a knowledge of a variety of skills.

Recognise speed and weight when sending a variety of objects.

Tactics and Strategies

Participate in competitive games (both against self and against others).

Engage in competitive sports and activities.

Compete in modified sport/activities.

Defend an area when faced with an opponent .

Attack an area when faced with an opponent .

Athletics

Throw a range of equipment at different targets.

Begin to understand when to change speeds according to length of run/distance.

Jump with both feet from a standing position.

Show determination and begin to show resilience when competing against self and others .

Year 1-2 Medium Term Plans

Year 1

ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show body control when travelling</p> <p>Travel with awareness of others</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination, control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Master basic movements, including running and jumping</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Complete simple patterns and sequences</p> <p>Change direction maintain control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Develop awareness of speed and distance</p> <p>Run at different speeds and durations</p> <p>Awareness of distance when throwing objects</p> <p>Travel with coordination and control</p> <p>Throw with an appropriate force</p> <p>Throw a range of equipment at different targets</p> <p>Master basic movements, including running, jumping, throwing and catching</p> <p>Develop balance, agility and coordination and begin to apply these in a range of activities</p>	<p>Obstacle course showing variations of speed</p> <p>Races in small groups</p> <p>Competition – personal best, against others, against the clock, measuring distance</p> <p>Travelling at speed in a variety of areas</p>	<p>Begin to understand when to change speeds according to length of run/distance</p> <p>Begin to start to select the appropriate speed for the distance travelled</p> <p>Begin to select appropriate force when throwing at a target</p> <p>To be able to move limbs in coordination</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>
	<p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	

Year 1 Attack and Defend

Intentions	Learning Activities/Experience	Success Criteria
<p>Apply simple attacking and defending techniques</p> <ul style="list-style-type: none"> • quick changes of direction • changes of speeds • awareness of others and space • effective uses of changes of direction and speed <p>Participate in team games, which develop simple tactics for attacking and defending</p> <p>Compete against others as individuals and in small teams</p> <p>Maintain control and balance whilst competing against others</p> <p>Begin to contribute to discussions and suggest some tactics to improve</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Basic dodge ball games that recognise space, distance and awareness of others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Compete against others, individually and as a group</p> <p>Apply simple tactics and strategies when competing against others</p> <p>Contribute in discussions</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1

Awareness

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show awareness of space and other children</p> <p>Use equipment safely</p> <p>Travel with awareness whilst maintaining control of a ball/equipment</p> <p>Travel with a ball/equipment showing changes of speed and direction</p> <p>Master basic movements, including running and jumping</p>	<p>Variety of games using SAQ equipment</p> <p>Variety of games using guards</p> <p>Relays travelling through and with equipment</p> <p>Competing against others, groups and against the clock</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel in small and large areas past moving children (traffic)</p> <p>Demonstrate/explain the importance of using equipment safely</p> <p>Travelling with awareness of others whilst maintaining control of ball/equipment</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area when faced with an opponent</p> <p>Attack an area when faced with an opponent</p> <p>Compete against yourself and/or others</p> <p>Apply ABC skills where appropriate</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 V 1 games</p> <p>Small teams games for example, games that include moving on to the next level that increase in difficulty</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards successfully when attacking an area</p> <p>Pick up appropriate positions when defending an area</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Follow simple dance patterns</p> <p>Perform basic dance actions</p> <p>Apply control and fluency to actions</p> <p>Use expression when dancing</p> <p>Combine actions to make simple dance patterns</p>	<p>Teacher led activities</p> <p>Small group work creating actions</p> <p>Clapping and performing actions to music</p> <p>Discussions in small and large groups</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Copy simple dance patterns</p> <p>Create simple patterns as individuals and as a group</p> <p>Link actions to make a dance phase</p> <p>Perform a wide range of actions when dancing to music</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Move confidently and safely around others and apparatus/equipment.</p> <p>Apply balance agility and coordination whilst performing gymnastic skills</p> <p>Performed a variety of gymnastic skills:</p> <ul style="list-style-type: none"> •Pencil roll •Star shape •Tuck •Straddle •Pike •Front and back support •Jumps <p>Perform simple movement patterns</p>	<p>Travelling under, over and through different pieces of equipment/ apparatus</p> <p>Performing small movement patterns/sequences as an individual and in small groups</p> <p>Model basic floor work</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel safely around others whilst using equipment/apparatus</p> <p>Explain how we can extend different gymnastics skills</p> <p>Begin to show the fundamental movements when performing gymnastic skills</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1

SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show body control when travelling</p> <p>Travel with awareness of others</p> <p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination, control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Master basic movements, including running and jumping</p> <p>Travel with control when travelling through equipment</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Complete simple patterns and sequences</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 1 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Throw to a target</p> <p>Throw a wide range of equipment at different targets</p> <p>Use a variety of equipment to send and receive to a partner</p> <p>Begin to demonstrate and understand receiving techniques</p> <p>Know and understand how to use equipment safely and with control</p>	<p>Repetition of sending and receiving a variety of equipment</p> <p>Competition - throwing a variety of equipment at a variety of targets</p> <p>Racing against a clock to see how many times you can hit a target successfully</p> <p>Competing against others, 1v 1 or in small groups</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Start to show consistency and some basic technique when throwing at a target</p> <p>Start to show consistency and some basic technique when throwing a range of equipment at a target</p> <p>Begin to explain receiving techniques</p> <p>Use and recognise why we use equipment safely</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Children should show enjoyment in achieving tasks set out</p> <p>Enjoy communication, collaboration and competition with others</p>