

UNSWORTH PRIMARY SCHOOL
Scheme of Work for Year 1 PE

National Curriculum 2014	Dance (At the seaside, animals, weather and seasons)	Striking and Fielding	Gymnastics	Assessment
<ul style="list-style-type: none"> 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. 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. 	<p>Skills</p> <ul style="list-style-type: none"> To explore movement ideas and respond to a range of stimuli To develop control, co-ordination, balance an elevation To travel considering jumping, turning and gestures To develop movements with different speeds, levels and direction To understand the terms- run, catch, hop, skip, bounce, fast, medium, slow and safely To compose and link movement phrases to make simple dances with clear beginnings, middles and ends. <p>Content</p> <p>Focus on a starting point for a dance e.g. animals. Demonstrate how the 'thing' would move and work with a partner to perfect their sequence. Work in groups or with a partner to create a dance that expresses feelings and ideas. Develop performing dances.</p>	<p>Skills</p> <ul style="list-style-type: none"> To develop control when rolling, throwing, bouncing, patting, striking and receiving a ball To use control of hands and feet when receiving from a partner <p>Content</p> <p>Focus on rolling, throwing, bouncing, patting, striking and receiving balls. Practise using control when receiving a ball from a partner.</p>	<p>Skills</p> <ul style="list-style-type: none"> To travel, jump, roll and climb using hands and feet To remember, repeat and link a series of gymnastic actions, body shapes and balances with control and precision To consider body shapes and movements in isolation To list and carry equipment correctly To know how to do forward roll <p>Content</p> <p>Learn how to perform balances with control and pointed extremities. Learn how to perform a forward roll in a controlled way Put together a sequence of four elements on mats. Think about different ways of travelling and link these into a sequence of balances, rolls and jumps. Copy a partner accurately and make sure they know the sequence well. Explore different apparatus and work out a sequence they can do on a climbing frame.</p>	<p>Dance</p> <p>Have ch developed control, co-ordination balance and elevations? Can ch travel in different ways including jumps, urns and gestures? Can ch move with different levels of speed, shape and direction? Do ch understand the terms run, catch, hops, skip, bounce, fast, medium, slow and safely?</p> <p>Striking and fielding</p> <p>Do ch use control when rolling, throwing, bouncing, patting, striking and receiving a ball? Do ch use control when receiving a ball from their partner?</p> <p>Gymnastics</p> <p>Can ch travel in different ways on their hands and feet? Can ch link movements or repeat a sequence? Can ch carry equipment safely? Can ch remember and repeat combinations of gymnastic movements? Can ch use their own ideas in the sequences they create? Do ch know how to do forward rolls?</p> <p>Invasion games</p>
	Invasion	Athletics	Outdoor adventurous activities (Orienteering)	<p>Do ch use control when rolling, throwing, bouncing, patting, striking an receiving a ball? Can ch dribble a ball? Do ch use control when receiving a ball from their partner?</p>
	<p>Skills</p> <ul style="list-style-type: none"> To develop control when rolling, throwing, bouncing, patting, striking and receiving a ball To develop dribbling skills To use control of hands and feet when receiving from a partner <p>Content</p> <p>Learn to control a ball with feet. Know to choose the size of a ball depending on whether the use of hands or feet is allowed. Use a variety of bats, sticks and balls to explore direction, strength and accuracy when controlling a ball.</p>	<p>Skills</p> <ul style="list-style-type: none"> To use their bodies and equipment with greater control and co-ordination To choose skills and equipment to help them meet the challenges they are set To remember, repeat and link combinations of actions <p>Content</p> <p>Focus on practising underarm and overarm at targets. Complete throwing tasks and practise running effectively swinging arms and lifting knees high. Focus on how to jump safely and with control, using different jumps.</p>	<p>Skills</p> <ul style="list-style-type: none"> To recognise where they are on a plan To travel successfully to and from objects and locations on the ground To recognise symbols and pictures and relate them to a diagram. <p>Content</p> <p>Introduce ch to bird-eye plans of areas of the school, e.g. classroom, hall, field etc and the shapes on them which represent objects e.g. PE apparatus, doors etc. Ch should then draw their own plans. Play games using these plans such as 'corners' or where ch must 'treasure hunt' for objects. Ch should learn to orientate a map.</p>	<p>Athletics</p> <p>Can ch use their bodies and equipment with control? Can ch remember, repeat and link actions? Can ch choose skills and equipment to help them meet challenges that are set?</p> <p>Outdoor adventurous activities</p> <p>Do ch locate objects on a plan of an area? Can ch create their own plan which is similar? Do ch recognise some symbols on plans?</p>