

Sutton St James Community Primary School		PE		Key Stage 1 (Year A)	
Overarching theme:		Sparks, Flames, Drips and Drops		Around the World	
Year Group Events:		Great Fire of London Christmas		Woburn Safari Africa Alive	
Suggested Books/Videos:		Traditional Tales (Ginger Bread Man, Three Little Pigs, Firebird).		Handa's Surprise Noah's Ark	
				Titch Toy Story Mr Majaika The Magic Unicorn –Jenny Nimo The Magic Faraway Tree Winnie the Witch	
Purpose		We aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our scheme of work provides opportunities for pupils to become physically confident in a way which supports their health and fitness. All pupils, regardless of ability will be given opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. We offer a broad range of physical activities to help children find ways to move that they enjoy and may want to pursue in later life.			
PE	Knowledge (National Curriculum)	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
	Knowledge (School Scheme of Work)	<ul style="list-style-type: none"> Understand the terms 'opponent' and 'team mate'. Understand how to combine different movement skills with or without equipment. Understand how to lead others where appropriate. Knows the rules of simple team games. Knows the term 'dodging' and can apply in a range of activities. Knows how to throw and catch a ball in a variety of ways, individually or with others. Understand the need for careful control and co-ordination. Knows how to link movements together appropriately in a sequence, with a beginning and ending. Knows to vary the dynamics, relationships or space to create sequences. Understands that movements can communicate a mood, feeling or idea, with or without a stimulus. Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others. Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others. Knows the terms: front, back and side support to create floor shapes. Can name and perform a variety of movements in a controlled manner, on and off equipment. Understands how to climb and traverse safely on equipment. Understands how to throw in a variety of ways for accuracy and distance. Knows how improve their technique for running at speed. Start to understand how their heart rate raises during physical exercise. Know they can improve their skills in a variety of sports to improve their performance. Can set simple personal challenges to improve. 	<ul style="list-style-type: none"> Understand the terms 'opponent' and 'team mate'. Understand how to combine different movement skills with or without equipment. Understand how to lead others where appropriate. Knows the rules of simple team games. Knows the term 'dodging' and can apply in a range of activities. Knows how to throw and catch a ball in a variety of ways, individually or with others. Understand the need for careful control and co-ordination. Knows how to link movements together appropriately in a sequence, with a beginning and ending. Knows to vary the dynamics, relationships or space to create sequences. Understands that movements can communicate a mood, feeling or idea, with or without a stimulus. Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others. Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others. Knows the terms: front, back and side support to create floor shapes. Knows the terms: front, back and side support to create floor shapes. Can name and perform a variety of movements in a controlled manner, on and off equipment. Understands how to climb and traverse safely on equipment. Understands how to throw in a variety of ways for accuracy and distance. Knows how improve their technique for running at speed. Start to understand how their heart rate raises during physical exercise. Know they can improve their skills in a variety of sports to improve their performance. 	<ul style="list-style-type: none"> Understand the terms 'opponent' and 'team mate'. Understand how to combine different movement skills with or without equipment. Understand how to lead others where appropriate. Knows the rules of simple team games. Knows the term 'dodging' and can apply in a range of activities. Knows how to throw and catch a ball in a variety of ways, individually or with others. Understand the need for careful control and co-ordination. Knows how to link movements together appropriately in a sequence, with a beginning and ending. Knows to vary the dynamics, relationships or space to create sequences. Understands that movements can communicate a mood, feeling or idea, with or without a stimulus. Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others. Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others. Knows the terms: front, back and side support to create floor shapes. Can name and perform a variety of movements in a controlled manner, on and off equipment. Understands how to climb and traverse safely on equipment. Understands how to throw in a variety of ways for accuracy and distance. Knows how improve their technique for running at speed. Start to understand how their heart rate raises during physical exercise. Know they can improve their skills in a variety of sports to improve their performance. Can set simple personal challenges to improve. Can give and take feedback from others and respond positively. 	

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<u>Vocabulary</u>		<p>Athletics – Far, hop, aim, fast, slow, bend, improve, direction, travel, sprint, jog, distance, height, take off, landing, overarm, underarm Ball Skills – far, aim, safely, direction, balance, send, overarm, underarm, collect, dribble, target, distance Dance – counts, pose, level, slow, fast, balance, mirror, action, pathway, direction, speed, timing Fitness – fast, jump, hop, slow, direction, balance, bounce, strong, pace, race, speed, jog, steady, sprint Fundamentals – fast, hop, slow, direction, land, safely, dodge, jog, hurdle, speed, steady, sprint Gymnastics – action, jump, roll, level, direction, speed, point, balance, link, pathway, sequence, tuck, straddle, speed, star, pike Invasion Games – defender, points, dribbling, attacker, score, partner, received, send, teammates, chest pass, possession, goal, dodge, bounce pass Net and Wall Games – ready opposition, partner, net, underarm, score, points, receive, quickly, trap, defend, return, collect, against Outdoor Adventurous Activity – lead, co-operate, teamwork, solve, instructions, support, successful, map, direction, communicate Striking and Fielding Games – hit, points, target, throw, score, catch, fielder, send, teammate, runs, batter, received, bowler Swimming – puling, splash, unaided, gliding, floating, breathing, sculling, crawl, breaststroke, submersion, rotation, backstroke Target Games – points, throw, far, distance, score, partner, accurate, send, teammate, against, overarm, release, target, underarm Yoga – feel, breath, copy, listen, slowly, focus, position, flow, pose, create, choose</p>		
<u>Skills</u>	<u>Dance</u>	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing action with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. 		
	<u>Fundamental Movement Skills</u>	<ul style="list-style-type: none"> • Show balance and coordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. 		
	<u>Games</u>	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics. 		
	<u>Body Management</u>	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique. 		
	<u>Outdoor Adventurous Activity</u>	<ul style="list-style-type: none"> • Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 		
	<u>Swimming</u>	<ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. 		
	<u>Social Skills</u>	<ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges. 		
	<u>Emotional</u>	<ul style="list-style-type: none"> • Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. 		

	skills	<ul style="list-style-type: none"> • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others.
	Thinking Skills	<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson.
Suggested Activities		<p>Fundamentals 1</p> <ul style="list-style-type: none"> • To explore balancing and to be able to move with control. (R4), (R3) • To explore balance, stability and landing safely. (R4), (R3) • To explore how the body moves differently when running at different speeds. (R4) • To explore changing direction and dodging. (R4) • To explore jumping, hopping, and skipping actions. (R3), (R4) • To explore co-ordination and combining jumps. (R3), (R4) • To explore combination jumping and skipping in an individual rope. (R3), (R4) • To apply fundamentals skills to a variety of challenges. (R1), (A2), (C3) <p>Fundamentals 2</p> <ul style="list-style-type: none"> • To develop balancing and moving with control. (R3), (R4) • To develop balance, stability and landing safely. (R3), (R4) • To explore how the body moves differently when running at different speeds. (R3), (R4) • To develop changing direction and dodging. (R3), (R4) • To develop and explore jumping, hopping and skipping actions. (R3), (R4) • To develop co-ordination and combining jumps. (R3), (R4) • To develop combination jumping and skipping in an individual rope. (R3), (R4) • To apply fundamental skills to a variety of challenges. (R3), (R4), (C3) <p>Net and Wall Games</p> <ul style="list-style-type: none"> • To defend space, using the ready position. (E4) • To play against an opponent and keep the score. (E4), (C3) • To develop control when handling a racket. (E2), (R1), (R3) • To develop racket and ball skills. (E2), (R1), (R3), (A1) • To develop sending a ball using a racket. (E2), (R1), (R3), (A1) • To develop playing over a net. (E2), (R1), (R3), (A1) • To develop placing the ball. (E2), (R1), (R3), (A1) • To develop hitting over a net. (E2), (R1), (R3), (A1) <p>Yoga</p> <ul style="list-style-type: none"> • To explore yoga and mindfulness. (H2), (A1), (A4) • To copy and repeat yoga poses. (R1), (R3) • To develop an awareness of strength when completing yoga poses. (E2), • To develop an awareness of flexibility when completing yoga poses. (E2) • To create yoga poses using a hoop. (E1), (R1) • To copy and remember actions linking them into a flow. (E1), (R1) • To create a flow and teach it to a partner. (E1), (R1), (C3), (H5) • To explore poses and create a yoga flow. (E2), <p>Gymnastics 1</p> <ul style="list-style-type: none"> • To explore travelling movements using the space around you. (R4), (R3) • To develop quality when performing gymnastic shapes. (A2), • To develop stability and control when performing balances. (R4), (R3) • To develop technique and control when performing shape jumps. (A2), • To develop technique in the barrel, straight and forward roll. (A2), (R3) • To build strength and begin to take body weight on hands. (A2), • To explore key skills on apparatus showing quality, control and balance. (A2), (R3) • To link gymnastic actions to create a sequence. (E2), (A2), (R3) <p>Gymnastics 2</p> <ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. (E2), (A2) • To be able to use shapes to create balances. (E2) • To explore travelling actions, directions and levels. (E2) • To be able to link travelling actions and balances using apparatus. (E3) • To demonstrate different shapes, take off and landings when performing jumps. (A2), (R1), (R3), (E3) • To develop rolling and sequence building. (E2), (R3) • To develop exploring apparatus. (E2), (R3) • To develop sequence work on apparatus. (E2), (R3) <p>Swimming</p> <ul style="list-style-type: none"> • To develop confidence when entering and moving in the water. (R4), (H4) • To safely enter and exit the pool. (R4), (H4) • To develop confidence in the water. (R4), (H4) • To develop confidence when travelling in the water. (R4), (H4) • To begin to develop floating. (R4), (H4) • To develop confidence to submerge in the water. (R4), (H4) • To develop confidence when submerging. (R4), (H4) • To develop floating on front and back. (R4), (H4) • To develop the kicking action on front. (R4), (H4) • To develop the kicking action and introduce breathing. • To develop the arm action of pulling. (R4), (H4) • To develop the pulling arm action and begin to develop gliding on fronts. (R4), (H4) • To develop the kicking on action on backs and gliding on backs. (R4), (H4) • To consolidate skills learnt. (R4), (H4), (A2) • To develop confidence and consistency in a range of skill (R1), (R4), (H4), (A2) <p>Invasion</p> <ul style="list-style-type: none"> • To develop dribbling towards a goal. (R1), (R3) • To understand what being 'in possession' means. • To develop passing to a teammate with your feet. (E4), (R1), (A2) • To understand who to pass to and why when playing against a defender. (E4), (C4) <p>Athletics 1</p> <ul style="list-style-type: none"> • To learn to move at different speeds for varying distances. • To develop a foundation for balance and stability. (R4) • To develop agility and co-ordination. (R4) • To explore hopping, jumping and leaping for distance. (A2), (R1) • To develop balance whilst jumping and landing. (R4) • To develop balance and rhythm when travelling over obstacles. (R1) • To develop throwing for distance. (R1), (A2) • To develop throwing for accuracy. (R1), (A2) <p>Athletics 2</p> <ul style="list-style-type: none"> • To develop the sprinting action. (R1), (A2) • To develop rhythm and balance in running over obstacles. (R1), (R3), (A2) • To develop agility and co-ordination. (R1), (R3), (A2) • To develop jumping for distance. (R1), (R3), (A2) • To develop technique when jumping for height. (R1), (R3), (A2) • To develop throwing for distance. (R1), (R3), (A2) • To develop throwing for accuracy. (R1), (R3), (A2) • To develop technique when taking part in an athletics carousel. (R1), (R3), (A2) <p>Striking and Fielding</p> <ul style="list-style-type: none"> • To roll a ball towards a target. (R1), (R3), (A2) • To track a rolling ball and collect it. (R1), (R3), (A2) • To develop accuracy in underarm throwing and consistency in catching. (R1), (R3), (A2) • To develop overarm throwing. (R1), (R3), (A2) • To develop striking a ball with my hand and equipment. (R1), (R3), (A2) • To retrieve a ball when fielding. (R1), (R3), (A2) • To understand the roles of batter, bowler and fielder. • To understand how to get a batter out. • To understand how to run around bases to score points.

			<ul style="list-style-type: none"> • To develop dribbling a ball with hands. . (E2), (R3) • To move towards a goal with the ball. . (E2), (R3) • To develop throwing to a teammate. . (E2), (R3) • To support a teammate when in possession. (C4), (E4), (A2) • To develop dodging and use it to lose a defender. (E2), (A2), (R3) • To be able to stay with a player when defending. (E2), (A2), (R3) • To develop taking a ball towards goal. (E2), (A2), (R3) 	
<p><u>Intended Learning Outcome</u></p>		<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> • I can show hopping and jumping movements. • I can change direction. • I can run at different speeds. • I can select my own actions in response to a task. • I use co-ordination to turn a skipping rope. • I can work co-operatively with others to complete tasks. • I can recognise changes in my body when I do exercise. <p><u>Fundamentals 2</u></p> <ul style="list-style-type: none"> • I can show balance when changing direction. • I can show hopping, skipping and jumping movements with some balance and control. • I show balance and co-ordination when running at different speeds. • I am beginning to turn and jump in an individual skipping rope. • I am beginning to provide feedback using key words. • I can work co-operatively with a partner and a small group. • I can describe how my body feels during exercise <p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • I can hit a ball over the net and into the court area. • I can throw accurately to a partner. • I can defend space on my court using the ready position. • I can describe how my body feels during exercise. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score. • I show good sportsmanship when playing against an opponent. <p><u>Yoga</u></p> <ul style="list-style-type: none"> • I can work with others to create simple flows showing some control. • I am beginning to provide feedback using key words. • I can describe how my body feels during exercise. • I can copy, remember and repeat yoga flows. • I can use clear shapes when performing poses. • I can move from one pose to another thinking about my breath. 	<p><u>Gymnastics 1</u></p> <ul style="list-style-type: none"> • I can link simple actions together to create a sequence. • I can remember and repeat actions and shapes. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. • I can make my body tense, relaxed, stretched and curled. <p><u>Gymnastics 2</u></p> <ul style="list-style-type: none"> • can plan and repeat simple sequences of actions. • I can perform the basic gymnastic actions with some control and balance. • I am proud of my work and confident to perform in front of others. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work safely with others and apparatus. • I can use shapes when performing other skills. • I can use directions and levels to make my work look interesting. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can float on my front and back. • I can roll from my front to my back and then regain a standing position. • I can glide on both front and back. • I know several pool rules and can explain how they help me to stay safe. • I can demonstrate what to do if I fall into water. • I can swim over a distance of 10m unaided. • I can begin to use arms and legs together to move effectively across the water. <p><u>Invasion</u></p> <ul style="list-style-type: none"> • I can dribble a ball with my hands and feet with increasing control. • I can send and receive a ball with increasing consistency with hands and feet. • I can move with a ball towards my goal. • I can find space away from others when playing games. • I can stay close to another player to try to stop them from getting the ball. • I can describe how my body feels during exercise. • I understand the rules and can use them to keep a game going. • I understand what to do when I am an attacker and a defender. • I am beginning to provide feedback using key words. 	<p><u>Athletics 1</u></p> <ul style="list-style-type: none"> • I am beginning to link running and jumping movements. • I can run at different speeds. • I am beginning to show balance and co-ordination when changing direction. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump • the furthest. • I am developing over arm throwing. • I am able to throw towards a target. • I can work with others and make safe choices. • I can recognise changes in my body when I do exercise. • I try my best. <p><u>Athletics 2</u></p> <ul style="list-style-type: none"> • I can link running and jumping movements with some control and balance. • I show balance and co-ordination when running at different speeds and in different directions. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I can identify good technique. • I can describe how my body feels during exercise. • I try my best. <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • I am developing underarm and overarm throwing skills. • I can roll a ball to hit a target. • I can sometimes hit a ball using a racket. • I can track a ball and collect it. • I understand the rules of the game and can use these to play fairly in a small group. • I can use simple tactics. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I know how to score points and can remember the score.