

Sutton St James Community Primary School		PE			Key Stage One (Year B)	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme:	There's No Place Like Home		I'm A Celebrity		Scales and Tales	
Year Group Events:			Key Stage One Talent Show		Dinosaur World	
Suggested Books/Videos:	Fantastic Mr Fox Town Mouse and Country Mouse Home -Jeannie Baker Home Alone		Scott- Prince Harry expedition Parables of Jesus Superheroes of the Bible DVD The Magical Garden of Claude Monet		Traction Man The Dragon Machine Dinosaur Cove How to train a Dragon	
<u>Purpose</u>	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	<u>Knowledge (National Curriculum)</u>	<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. 		
	<u>Knowledge (School Scheme of Work)</u>	<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. 	<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. 	<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. 		

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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 – pulling, 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 skills</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. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. 		
	<u>Thinking Skills</u>	<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. 		
<u>Suggested Activities</u>	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • To understand how to run for longer periods of time without stopping. • To develop co-ordination through hula hoop skills. • To develop co-ordination and timing when jumping in a long rope. • To develop individual skipping. • To take part in a circuit to develop stamina and co-ordination. • To take part in a circuit to develop stamina and agility. • To explore exercises that use your own body weight. • To develop 'ABC,' agility, balance and co-ordination. <p><u>Team Building 1</u></p> <ul style="list-style-type: none"> • To listen to and follow instructions. • To co-operate and communicate with a partner to solve challenges. • To work co-operatively as a team, listening to others and taking turns. • To explore and develop teamwork skills. • To develop communication skills. • To use communication skills to lead a partner. • To plan with a partner and small group to solve problems. • To listen to others and share ideas. • To communicate with a group to solve challenges. <p><u>Team Building 2</u></p> <ul style="list-style-type: none"> • To follow instructions and work with others. • To develop communication skills when working with a partner. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To work as a group to solve problems. • To discuss and plan with a partner and small group to solve problems. • To work with a group to copy and create a basic map. <p><u>Dance 1</u></p> <ul style="list-style-type: none"> • To explore travelling actions. To be able to use counts of 8 to move in time with music • To remember and repeat actions. To respond imaginatively to a stimulus. • To copy, remember and repeat actions that represent the theme. • To copy, remember and repeat actions. To choose and perform actions that represent a theme. • To use expression to show feelings. To create actions that relate to a story. • To use a pathway when travelling. To remember and repeat actions. • To choose actions that represent the theme. To copy, remember and repeat actions that represent a theme. • To show changes in expression, level and shape. 	<p><u>Dance 2</u></p> <ul style="list-style-type: none"> • To remember, repeat and link actions. To explore space and simple movement patterns • To create actions and accurately copy other's actions. • To copy, remember and repeat actions. To use facial expressions to show different characters. • To perform in unison. To create interesting shapes with a partner. • To be able to mirror a partner. To work with a partner to create ideas. • To create actions in response to a stimulus. To copy and repeat actions. • To copy, create and perform actions in response to the stimulus. To use dynamics in the performance. • To create a short dance phrase with a partner showing clear changes of speed. <p><u>Ball Skills 1</u></p> <ul style="list-style-type: none"> • To develop control and co-ordination when dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore dribbling and rolling skills developing control and accuracy. • To explore catching with two hands. • To recognise changes in the body during exercise. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me. • To explore ball skills (rolling, dribbling, throwing, tracking and catching) in small group games. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • To develop confidence when entering and moving in the water. • To safely enter and exit the pool. • To develop confidence in the water. • To develop confidence when travelling in the water. • To begin to develop floating. • To develop confidence to submerge in the water. • To develop confidence when submerging. • To develop floating on front and back. • To develop the kicking action on front. • To develop the kicking action and introduce breathing. • To develop the arm action of pulling. • To develop the pulling arm action and begin to develop gliding on fronts. • To develop the kicking on action on backs and gliding on backs. • To consolidate skills learnt. • To develop confidence and consistency in a range of skill 	<p><u>Ball Skills 2</u></p> <ul style="list-style-type: none"> • To explore different ball handling skills. • To be able to roll a ball to hit a target. • To develop co-ordination and be able to stop a rolling ball. • To be able to develop technique and control when dribbling a ball with your feet. • To develop control and technique when kicking a ball. • To develop co-ordination and technique when throwing and catching. • To develop control and co-ordination when dribbling a ball with your hands. • To show co-ordination and control in a variety of ball skills. <p><u>Target Games</u></p> <ul style="list-style-type: none"> • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop throwing for accuracy. • To develop underarm throwing for accuracy. • To explore overarm throwing towards a target. • To develop throwing for accuracy with an underarm and overarm throw. • To develop throwing for distance. • To develop throwing for accuracy and distance. • To select the correct technique for the situation. • To develop throwing for accuracy. • To develop throwing for distance. • To develop throwing for accuracy and distance under pressure. <p><u>Sending and Receiving</u></p> <ul style="list-style-type: none"> • To roll a ball towards a target. • To be able to track and receive a rolling ball. • To be able to stop, send and receive a ball with your feet. • To develop sending and receiving a ball with your feet. • To develop throwing and catching skills. • To develop throwing and catching skills. • To send and receive a ball using a stick. • To send and receive a ball using a racket. 	

Intended Learning Outcome

Fitness

- I can link different hoop skills to create a routine.
- I can show hopping and jumping movements with some balance and control.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I can describe how my body feels during exercise.
- I work with others to turn a rope and encourage others to jump at the right time.
- I show determination to continue working over a longer period of time.
- I persevere with new challenges

Team Building 1

- I can follow instructions.
- I can communicate simple instructions.
- I can suggest ideas to solve tasks.
- I can listen to others' ideas.
- I understand the rules of the game.
- I can work with a partner and a small group.
- I can follow a simple diagram/map.

Team Building 2

- I can follow instructions carefully.
- I can share my ideas and listen to others to help to solve tasks.
- I can say when I was successful at solving challenges.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Dance 1

- I show some sense of dynamic and expressive qualities in my dance.
- I choose appropriate movements for different dance ideas.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I recognise changes in my body when I do exercise.
- I say what I liked about someone else's performance.
- I can work with others to share ideas and select actions.
- I am beginning to use counts.

Dance 2

- I can show a character and idea through the actions and dynamics I choose.
- I can copy, remember and repeat a series of actions.
- I show confidence to perform.
- I can describe how my body feels during exercise.
- I am beginning to provide feedback using key words.
- I can work with a partner using mirroring and unison in our actions.
- I can use counts to stay in time with music.

Ball Skills 1

- I am beginning to catch with two hands.
- I can roll and throw with some accuracy towards a target.
- I can track a ball that is coming towards me.
- I am beginning to dribble a ball with my hands and feet.
- I can work co-operatively with a partner.
- I can say when someone was successful.
- I can recognise changes in my body when I do exercise.
- I am beginning to understand simple tactics.

Swimming

- 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.

Ball Skills 2

- I can send and receive a ball using both kicking and throwing and catching skills.
- I can roll and throw a ball to hit a target.
- I can track a ball and collect it.
- I can dribble a ball with my hands and feet with some control.
- I can work co-operatively with a partner and a small group.
- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I am beginning to understand and use simple tactics.

Target Games

- I am beginning to select the appropriate throw for the target.
- I can describe how my body feels during exercise.
- I can use an overarm throw to hit a target with some success.
- I can use an underarm throw to hit a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand what good technique looks like and can use key words in the feedback I provide.

Sending and Receiving

- I am beginning to trap and cushion a ball that is coming towards me.
- I can accurately kick a ball to a partner.
- I can catch a ball passed to me, with and without a bounce.
- I can roll a ball to hit a target.
- I can accurately throw a ball to a partner.
- I can track a ball and stop it using my hands and feet.
- I am beginning to provide feedback using key words.
- I can work safely to send a ball towards a partner using a piece of equipment.
- I can describe how my body feels during exercise.
- I can work co-operatively with a partner and a small group.