

Manor Primary School

PE Year 1: gymnastics

Overview of the Learning:

In this unit children investigate ways to jump and balancing on different body parts. They explore basic gymnastic actions on the floor. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg *two jumps, or two rolls*. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. This unit links with gymnastics in cycle B, when children will learn a range of basic gymnastic skills and put together a short sequence of actions, with a starting and finishing position. They will link actions on the floor. They will work on their own to put together a sequence. They will learn how exercise affects the body. They will watch gymnastic performances and learn to describe what they see.

In other physical education units, children will use the same range of 'travelling and balancing' ideas. In dance they will use them to express ideas and feelings, and in games they will develop running and jumping actions, often using or carrying equipment.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

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Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

Expectations

Children can:

- 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.
- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

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PE Year 1: Dance – story dancing

Overview of the Learning:

In this unit children will focus on creating and performing short dances that are based upon different stories the children have read. There is a lot of scope to change story ideas to what the children think should happen next. This unit works well with cross curricular links to the literacy hour – traditional stories. In dance as a whole, children think about how to use movement to explore and communicate ideas in stories, and use their own feelings and thoughts. As they work, they will communicate an idea and unfold a character in a story. This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at how different body actions show moods and feelings, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner or small group, and use language associated with movement to evaluate and improve their dances. Many of the actions and skills that children use in this dance unit will also be used in gymnastic activities in the future, eg work on remembering movement phrases and short dances will be supported by work on movement phrases in gymnastic.

Core Aims

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- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.
- perform dances using simple movement patterns

Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

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Knowledge and understanding of fitness and health.

Pupils should be taught to:

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Expectations

Children can:

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- participate in team games, developing simple tactics for attacking and defending.
- develop fundamental movement skills,
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- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

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PE Year 1: Dance – Toys

Overview of the Learning:

In this unit children explore basic body actions, *eg jumping and turning*, and use different parts of their body to make movements related to toys. They create and repeat short dances inspired by themes such as jack in the box, soldiers and streamers. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the history of different toys and how they have changed throughout the years. This unit lays the foundations for future dance units, in which children will explore a wider range of dance. They will look at how different body actions show how toys move, and will learn how to use different parts of the body to imitate and lead movements. They will also create short dances, perform with a partner, and use language associated with movement to evaluate and improve their dances.

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Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

Knowledge and understanding of fitness and health.

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Pupils should be taught to:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

Expectations

Children can:

- 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.
- develop fundamental movement skills,
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- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success
- perform dances using simple movement patterns

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

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PE Year 1: Active play – invasion games

Overview of the Learning:

In this unit of learning children will be introduced to a multi-skills approach to learning through activities that are fundamentals of movement. This approach focuses on the development of movement, balance and co-ordination which link to the long term athlete development framework. The approach also helps children develop the five multi-abilities of creative, cognitive, social, physical and personal development. Developing competence in fundamental movement skills leads to competence in more complex sports skills. E.g) an overarm throw involves co-ordinating body parts which when mastered aids the development of throwing in cricket and rounders, the javelin throw, tennis serve and the netball shoulder pass.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
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Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active

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- to recognise and describe how their bodies feel during different activities.

Expectations

Children can:

- 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.
- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

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PE Year 1: Active play – net/wall games

Overview of the Learning:

In this unit children will be introduced to a multi-skills approach to learning through activities that are fundamentals of movement. This approach focuses on the development of movement, balance and co-ordination which link to the long term athlete development framework. The approach also helps children develop the five multi-abilities of creative, cognitive, social, physical and personal development. Developing competence in fundamental movement skills leads to competence in more complex sports skills. E.g) an overarm throw involves co-ordinating body parts which when mastered aids the development of throwing and the netball shoulder pass. In this unit the chn will develop their problem solving techniques and will use the multi skills to create their own challenges to solve. This unit focuses on net/wall games.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
- find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

Pupils should be taught to acquire and develop skills by:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

Pupils should be taught to select and apply skills, tactics and compositional ideas:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

Knowledge and understanding of fitness and health.

Pupils should be taught to:

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Expectations

Children can:

- 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.
- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

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PE Year 1: Active play – Striking and fielding

Overview of the Learning:

In this unit children will be introduced to a multi-skills approach to learning through activities that are fundamentals of movement. This approach focuses on the development of movement, balance and co-ordination which link to the long term athlete development framework. The approach also helps children develop the five multi-abilities of creative, cognitive, social, physical and personal development. Developing competence in fundamental movement skills leads to competence in more complex sports skills. E.g) an overarm throw involves co-ordinating body parts which when mastered aids the development of throwing in cricket and rounders, the javelin throw, tennis serve and the netball shoulder pass. In this unit the children will develop their problem solving techniques and will use the multi skills to create their own challenges to solve. This unit focuses on striking and fielding.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
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Pupils should be taught to select and apply skills, tactics and compositional ideas:

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Evaluating and improving performance.

Pupils should be taught to:

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- Knowledge and understanding of fitness and health.

Knowledge and understanding of fitness and health.

Pupils should be taught to:

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Expectations

Children can:

- 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.
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- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

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PE Year 1: Indoor athletics

Overview of the Learning:

In this unit children will learn about the changes to their bodies during exercise and the importance of being active. They will also learn to work as part of a team and to cooperate with others. They will develop skills in working within a given space. They play with the same basic set up around the parachute and follow the same basic rules for different games, but will use a range of activities and skills, including running, stretching and listening.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
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Evaluating and improving performance.

Pupils should be taught to:

- Describe what they have done.
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- use what they have learnt to improve the quality and control of their work.
- Knowledge and understanding of fitness and health.

Knowledge and understanding of fitness and health.

Pupils should be taught to:

- how important it is to be active
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Expectations

Children can:

- 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.
- 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.
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- be physically active for sustained periods of time
- have the strength, stamina and suppleness to use a range of fundamental movement skills across a broad range of activities
- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

The activities and experiences in the PE programmes of study should aim to ensure ALL pupils lead healthy and active lives.

Manor Primary School



Manor Primary School
PE Year 1: Multi-skills ABC's (agility, balance, co-ordination)

Overview of the Learning:

In this unit children will gain the experience of appropriate FUNdamental movement abilities to help them develop physical competence. They will include simple activities and games which will provide deliverers with a fun and exciting way of presenting this important work for children.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
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Knowledge and understanding of fitness and health.

Pupils should be taught to:

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Children can:

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- develop simple tactics for attacking and defending
- create simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- recognise their own success

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PE Year 1: Parachute Games

Overview of the Learning:

In this unit children will learn about the changes to their bodies during exercise and the importance of being active. They will also learn to work as part of a team and to cooperate with others. They will develop skills in working within a given space. They play with the same basic set up around the parachute and follow the same basic rules for different games, but will use a range of activities and skills, including running, stretching and listening. In all the activities, children will think about how to use skills and cooperation. They will also learn why we need to warm up before exercise and cool down afterwards and how to do this safely.

Core Aims

- develop competence to excel in a broad range of physical activities
- becoming physically active for sustained periods of time
- engage in competitive sports and activities
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- reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- generate and implement ideas, plans and strategies, exploring alternatives
- move with ease, poise, stability and control in a range of physical contexts
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