




The PE Curriculum Year 1

Intent	<p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>
Implementation	<p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics & striking and fielding.</p> <ul style="list-style-type: none"> • The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. • We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE. • Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week. • Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities. • Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new • Children from Year 3 and 4 access swimming for 3 terms. • To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.
Impact	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p>

Year 1 – Autumn 1		Unit 1 – Games: Locomotion		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">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				
Overall Outcomes				
ALL: Can move in a variety of ways				
MOST: Can adapt movement to different situations				
SOME: Can develop and refine movements to enhance speed or increase performance				
Prior Learning				
EYFS				
In EYFS, pupils learn to: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball				
Next Steps – Progression through the PE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	Consistently show teamwork and fair play Move into a space appropriately Develop own attacking / defensive strategies Use tactics in a game situation Demonstrate elements of flair and creativity in game situations	Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know how to select an appropriate throw (underarm/overarm) Know the best way to send		Roll with accuracy Throw with accuracy		

	Can predict where to move to stop a ball Show elements of leadership in a group
Subject Guidance for teachers	
<p>AGILITY LETTERS Using cones set out the following letters as stations- children complete the letters then set up their own agility letters/tracks</p> <p>T. Start at the base, run forward, sidestep left, sidestep all the way to the right, sidestep back to the middle, run backwards to the base.</p> <p>E. Start at top right tip, sidestep left, backwards to half way, sidestep right then left back to middle, run backwards to bottom, sidestep right to finish.</p> <p>W. Start at top left tip, run backwards to bottom, forwards to middle, backwards to bottom right then forwards to top right.</p> <p>M. Similar to W just the other way round</p> <p>Z. Start at top left tip, sidestep right, sidestep left down the diagonal, sidestep right to finish.</p> <p>N. Same as Z but move forwards and backwards not sidestepping.</p>	
<p>Running</p> <div>  <div> <p>Running</p> <ol style="list-style-type: none"> 1. Running on balls of feet. 2. High knees. 3. Running tall. 4. Arms pumping fast and straight. 5. Desire (will to win) </div> </div>	
Key Assessments	
<p>ALL: Can copy 4 moves effectively Can move effectively Can move in a straight line Can move sideways Can change direction whilst moving Can change direction whilst moving</p> <p>MOST: Know and use a variety of movements Use a variety of movements Can move in a variety of ways Can shift weight side to side</p>	

Can change direction quickly Can change direction quickly SOME: Can develop movements Develop movements (add bits) Can move at speed using basic sprinting technique Can use sideways movements for a purpose Can change direction quickly to achieve a goal					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Agility		Moving quickly and easily			
Swerve		Changing direction to avoid hitting something			
Direction		The way something is moving			
Space		An area that is empty or available			
Speed		The rate at which something moves or travels			
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know a variety of ways to move.	To use different forms of movement.	To investigate moving in a straight line.	To explore sideways movement.	To change direction while moving.	To be aware of space.

Year 1 – Autumn 2			Unit 2 – Interpretive Dance		
National Curriculum Objectives Covered					
• perform dances using simple movement patterns.					
Overall Outcomes					
ALL: Can move appropriately in response to stimuli MOST: Can perform a dance sequence SOME: Can adapt, refine and perform a dance sequence					
Prior Learning					
EYFS					
In EYFS, Pupils: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.					
Next Steps – Progression through the PE curriculum					
Year 2	Year 3	Year 4	Year 5	Year 6	Year 2
Give specific feedback on a performance. Use specific feedback to improve performance	Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.	Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.	Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance. Adapt and change a performance based on self-evaluation. Give appropriate feedback.	Perform movements and routines with originality and expression. Link movements to a story. Adapt and change performance based on self-evaluation. Adapt performances to incorporate equipment. Create and perform original routine with elements of performance and flair. Give appropriate feedback	Give specific feedback on a performance. Use specific feedback to improve performance
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit		
Know to perform sequence in time with others. Know to perform a sequence with precision and fluidity.			Move freely to music. Respond to stimuli. Alter speed appropriately Move with music. Create an original sequence and perform with timing and control.		

Subject Guidance for teachers

Piece of fast paced music. 'SANDSTORM' Darude

Piece of slow paced music. 'CARNIVAL OF ANIMALS Aquarium' Camille Saint-Saens






Piece of music that changes tempo. 'IN THE HALL OF THE MOUNTAIN KING' Edvard Grieg



Fast tempo music 'THE PLANETS- JUPITER' Gustav Holst

Slow tempo music 'THEME FROM JURASSIC PARK' John Williams

30 second piece of music 'THE PLANETS- JUPITER' Gustav Holst


Overview	
- Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.	
- In dance, we <u>explore space</u> , and consider how we can use our bodies to show ideas, moods, characters and feelings.	
- In KS1 dance, we learn the basic skills of <u>travelling</u> in different ways. We also consider how to dance can be used to show different things. We use <u>counts of 8</u> to keep ourselves in time.	
- We should learn how to perform movements <u>safely</u> , and begin giving and receiving <u>feedback</u> using the correct key words.	

Physical		
Skill	Definition	How do I do this?
 Travelling	To move from one place to another place.	- Think of the different ways that you can travel and change direction, e.g. skipping, crawling, hopping and sliding. Repeat and link actions. - Use counts of 8 to stay in time with the music.
 Actions	Body movements in time to the music.	- Examples of actions include clapping, clinking, leaping, crouching, shaking, twisting and spinning. - Use clear and confident actions – don't hold back! - Use counts to help you and others stay in time.
 Facial Expression	To use your face to show ideas and emotions.	- Use facial expressions to show different ideas, e.g. animals, people, etc. and to show emotions, e.g. happy, sad, angry, disappointed, etc.
 Balancing	To hold a body position with control.	- Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds. - Keeping arms and legs further apart helps. - Add quality by being still, pointing fingers & toes. - When taking weight on hands, tense stomach.
 Making Sequences	To put actions together.	- Consider how actions look together. Mark in time for quality, control, and how in time (coordinated) you are with music/ your partner/s.

Social and Emotional	
<u>Communication/ Decision-Making</u> Often, dances require more than one person to work together well as a team. It is important that everyone gets a say, and that we communicate clearly!	<u>Selecting and Applying</u> There are a huge range of different actions and moves that we can perform. We should select and apply those that are most effective at different times.
<u>Keeping Safe</u> Follow the rules and listen to the coach's instructions. Store and handle apparatus properly. 	<u>Building Confidence</u> Some dance actions can be difficult. It is important that we believe in ourselves and build confidence before attempting to put tricky sequences together.
<u>Perseverance</u> Perseverance is about keeping going even when something is difficult or tiring. 	<u>Challenging Myself</u> Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!

Key Vocabulary

Dance
Movement
Body
Balance
Control
Travelling
Facial Expression
Sequence
Confidence
Coordination
Counting
Feedback
Mirroring

Thinking/ Strategic	
<u>Feedback</u> – Finding out from someone else what they think about your dance/ actions	
<u>Repeating</u> – Doing the same movements over again. It helps to make your dance memorable.	
<u>Unison</u> – To dance together, creating a joint effect on those watching.	
<u>Mirroring</u> – To copy the movements of your partner/ someone else, matching what they do.	
<p>-Success in dance is all about quality and control. Quality is about making sure that your actions and movements look clear and confident. Good posture helps this.</p> <p>-Control is when you hold positions carefully. Tense your muscles to help control your movements and balances.</p>	

Subject specific vocabulary and definitions (Tier 3 vocabulary)

ALL:

Can move freely

Can move freely on different levels

Can change direction randomly

Can move with the music

Can move to music

MOST:

Move appropriately to stimuli

Can alter speed

Can alter level to represent something
 Can change direction with purpose
 Can link 2 or more movements together
 Repeat sequences

SOME:

Move with expression
 Can alter speed appropriately
 Show originality
 Can change direction with originality
 Can perform a sequence with precision and fluidity
 Improve sequences based on feedback

Key vocabulary and definitions

Speed	How fast or slow you travel
Direction	The way in which you are moving
Space	An area that is empty or available
Fluidity	Smooth and graceful lines

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To respond to stimuli.	To respond to stimuli.	To be aware of different levels in dance.	To use space and direction when responding to stimuli.	To link 2 movements in a sequence.	To repeat combinations.

Year 1 – Spring 1		Unit 3 – Floor exercises		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">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				
Overall Outcomes				
ALL: Can copy a sequence MOST: Can create an original sequence SOME: Can perform an original sequence with control				
Prior Learning				
EYFS				
In EYFS, Pupils: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.				
Next Steps – Progression through the PE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Show tension in a variety of movements and balances. Create an original 5 part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback	Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback.	Consistently show tension and control. Perform leaps as part of a sequence. Create own sequence. Respond to and give appropriate feedback.	Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision	Consistently show body tension. Perform original sequence with enthusiasm, precision, fluidity and balance. Demonstrate sound understanding of gymnastic performance. Evaluate own and others performance. Adapt ideas showing gymnastic awareness. Adapt pace to race situation. Adapt pace to race situation.
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know and describe effective gymnastic movements. Know and perform sequences as part of a competition with control, tension and balance. Know what a linking movement is.		Demonstrate effective and safe jumping and landing technique. Turn and spin with some control. Move in different ways. Consistently roll with control. Balance consistently using different body parts.		

Copy a 5 part sequence.
Introduce a linking movement.

Subject Guidance for teachers

Log roll

Log Roll

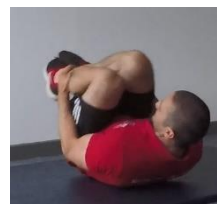
1. Children lie on mat with straight arms and legs with fingers and toes pointing.
2. Roll sideways travelling from back to front to back again going the same direction in one continuous motion.



Egg roll

Egg Roll

- 1- Start in a kneeling position with back straight.
- 2- Tuck up so back is parallel with floor.
- 3- Roll sideways .
- 4- Finish in original starting position.



Dish and hollow

Dish and Hollow

1. Same as Log Roll although this time arms and legs don't touch the floor at any point.
2. Start on back with straight arms and legs raised slightly in the air.
3. Children roll sideways onto their front, arching their back so arms and legs don't touch the floor and in one continuous motion keep rolling until on their back again.



Key Assessments

ALL:

- Can move in different ways
- Can move confidently and safely
- Can copy a sequence.
- Can move in different ways
- Can perform different rolls
- Can copy a sequence

MOST:

- Can adapt movements
- Know and describe effective gymnastic movements

Can create a sequence
 Can adapt movements
 Can begin to roll with control
 Can create a sequence
 SOME:
 Begin to move with control
 Move with control
 Can perform a sequence with control
 Can move with control
 Can consistently roll with control
 Can perform a sequence with control

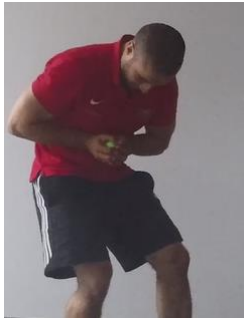
Subject specific vocabulary and definitions (Tier 3 vocabulary)

Control	Able to make your body do what you want it to do
Linking	Smooth change from one movement to the next
Balance	Remains steady and does not fall
Posture	Position in which you sit or stand

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know and use different methods of travelling	To use different gymnastic movements	To know and use different methods of moving on the ground	To perform specific gymnastic movements	To create a simple sequence using balance and a roll	

Year 1 – Spring 2		Unit 4 – Object Control		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">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				
Overall Outcomes				
Prior Learning				
EYFS				
In EYFS, pupils learn to: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball				
Next Steps – Progression through the PE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	Move into a space appropriately Develop own attacking / defensive strategies Use tactics in a game situation Demonstrate elements of flair and creativity in game situations Consistently show teamwork and fair play	Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know to select appropriate throw (underarm/overarm) Know the best way to send Know how to roll with accuracy Know how to throw with accuracy		Can predict where to move to stop a ball Show elements of leadership in a group		
Teacher subject knowledge				



Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

Key Assessments

ALL:

Can move whilst balancing an object
 Can move while balancing an object using both sides of their body
 Can control an object in a variety of ways
 Can control object moving in a straight line
 Can keep control whilst changing direction
 Can control object with equipment

MOST

Can move an object in a variety of ways
 Can move an object using a variety of ways
 Can control object in a tight space
 Can show control with 1 hand
 Can keep close control using different body parts
 Can control in a variety of ways with equipment

SOME

Can move with an object at speed
 Can move an object at speed using both sides of body
 Can control objects using 1 hand
 Can show control consistently (using different balls and positions)
 Show control with a change of direction at speed
 Consistently control using equipment

Subject specific vocabulary and definitions (Tier 3 vocabulary)

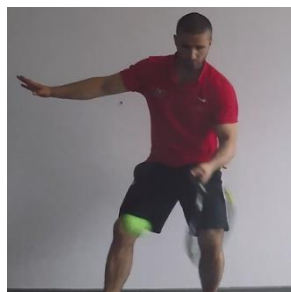
Balance	Being steady and not falling
Control	Making your body do what you want it to do.
Precise	Being accurate with movements
Concentration	Giving all your attention and not being distracted

Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To explore ways of moving an object	To use both sides of body to move an object	To use different take-off and landing points	To create an original sequence	To control whilst changing direction	To control object using a stick or a bat

Year 1 – Summer 1		Unit 5 – Games: Net/Wall		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">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 activitiesparticipate in team games, developing simple tactics for attacking and defending				
Overall Outcomes				
ALL: Can control an object coming towards them				
MOST: Can control and move an object accurately using				
SOME: Can control and move an object accurately and consistently				
Prior Learning				
EYFS				
In EYFS, pupils learn to: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball				
Next Steps – Progression through the PE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Show basic fielding principles. React quickly to events in a game situation. Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation.	Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.	Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations	Consistently select the correct shot in any given situation. Use skills and knowledge to effectively win games. Contribute to group discussions. Lead group and resolve any conflicts
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		
Know to select appropriate throw (underarm/overarm) Know the best way to send Know how to roll with accuracy Know how to throw with accuracy		Can predict where to move to stop a ball Show elements of leadership in a group		

Teacher subject knowledge and guidance:

Forehand



Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

Catch



Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

TEACH HITTING POSITION

1. Racket comfy in your hand holding the bottom of the handle
2. Low body position (knees bent)
3. Stand sideways on
4. Push through the ball
5. Racket goes from low to high.

A=AGILITY

Run around a rectangle 20m x 20m. Teacher blows whistle- children change direction. Include quick changes of direction.

Set cones around rectangle approximately 1m apart- children run in and out of cones, slalom style.

Sidestep around outside of rectangle. Teacher blows whistle- children change direction.

Sidestep through the cones, facing sideways. Teacher blows whistle- children change direction.

B=BALANCE

Children two footed bounce from cone to cone. Emphasis on jumping to the cone and staying well balanced.

C= COORDINATION

Teacher calls out quick fire instructions such as 'left hand-right knee'. Children perform actions include crossing and not crossing the centre line.

TEACH

Principles of throwing.

1. Look at where you want it to go.
2. Think about how much power you need.
3. Select how you want to throw it (underarm/overarm)
4. Control back swing.
5. Follow through towards target.

TEACH

Tennis grip

1. Holding racket at bottom of the handle
2. Firm grip
3. Handshake position.
4. 1 hand

Key Assessments

ALL:

Can move in different directions
 Can roll with accuracy
 Can hold tennis racket effectively
 Can push and control ball with a racket
 Can hit a rolling ball
 Hit a rolling ball with control

MOST:

Show basic levels of hand/eye coordination
 Can throw with accuracy
 Can show racket control and a certain level of comfort
 Can push and control ball with accuracy
 Hit a rolling ball with control
 Hit a bouncing ball

SOME:

Can demonstrate hand/eye coordination whilst moving
 Can consistently use good technique
 Can show control and comfort with racket and ball
 Can demonstrate accuracy consistently
 Hit a bouncing ball
 Hit a bouncing ball with control



Subject specific vocabulary and definitions (Tier 3 vocabulary)

Racket	Oval shaped bat with strings across it that is used in tennis, squash, and badminton
Coordination	Using different parts of your body together
Forehand	A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball.
Rally	A continuous series of shots that plays exchange without stopping

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To develop hand/eye coordination	To develop hand/eye coordination	To introduce racket skills	To develop racket skills To know hitting position	To develop racket skills To strike a moving ball	To combine racket and hand/eye coordination

Year 1 – Summer 2		Unit 6 – Games: Sending and receiving		
National Curriculum Objectives Covered				
<ul style="list-style-type: none">• 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				
Overall Outcomes				
ALL: Can throw and stop an object consistently				
MOST: Can begin to throw and catch with control				
SOME: Can throw and catch consistently using a variety of objects				
Prior Learning				
EYFS				
In EYFS, pupils learn to: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball				
Next Steps – Progression through the PE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations Hit a moving ball consistently and accurately. Select appropriate shot for a given situation.	Show high levels of awareness of game principles Show leadership qualities to support and encourage Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit		

Know to select appropriate throw (underarm/overarm) Know the best way to send Know how to roll with accuracy Know how to throw with accuracy	Can predict where to move to stop a ball Show elements of leadership in a group
Teacher subject knowledge and guidance	
<div data-bbox="114 344 174 368">Catch</div> <div data-bbox="114 376 271 699">  </div> <div data-bbox="311 376 551 699">  </div> <div data-bbox="595 376 1294 684"> <p>Catching</p> <ol style="list-style-type: none"> 1. Feet in a comfy position facing where the ball is coming from. 2. Hands ready in an open position. 3. Get body behind ball keep watching 4. Watch the ball into the softest part of the hand and cushion ball into body. </div> <div data-bbox="165 767 584 975"> <p>TEACH Receiving.</p> <ol style="list-style-type: none"> 1. Look at ball/object 2. Keep focused on object. 3. Move body to be in front of object 4. Don't snatch at object. 5. Cushion into body </div> <div data-bbox="663 767 1144 935"> <p>TEACH Principles of sending.</p> <ol style="list-style-type: none"> 1. Look at where you want it to go. 2. Think about how much power you need. 3. Control back swing. 4. Follow through towards target </div> <div data-bbox="1218 727 1749 951"> <p>TEACH Principles of throwing.</p> <ol style="list-style-type: none"> 1. Look at where you want it to go. 2. Think about how much power you need. 3. Select how you want to throw it (underarm/overarm) 4. Control back swing. 5. Follow through towards target. </div>	
Key Assessments	
<p>ALL: Can roll an object in a given direction Can select appropriate speed Can roll with increased accuracy Can change type of throw Can throw to themselves Can throw accurately</p> <p>MOST: Can select appropriate speed Roll with control Can control a moving object Can throw different objects accurately</p>	

Control ball eventually Catch and throw within 1 metre <u>SOME:</u> Can roll and control consistently Roll with increased accuracy Can move to control an object Can throw all objects accurately consistently Catch ball consistently Throw and catch consistently over different distances					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Practice	Doing something regularly in order to do it better				
Concentrate	Giving all your attention and not being distracted				
Receive	Getting something that someone has sent to you				
Roll	Something that moves along a surface, turning over many times				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To roll an object and stop it	To roll with control (self and target)	To roll with control To receive with consistency	To throw with control	To throw and control an object	To throw and control an object with a partner