**Year 1 P.E. Curriculum – Autumn Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Fundamentals**  To explore balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To explore changing direction and dodging.  To explore jumping, hopping and skipping actions.  To explore co-ordination and combination jumps.  To explore combination jumping and skipping in an individual rope. | | **Keyword** | Definition |  |  | |  |
| stability | How well you can balance in different ways |  |  | |
| Direction | Which way you are moving |  |  | |
| Dodging | Moving out the way of something or someone |  |  | |
| combination | Joining one or more thing together |  |  | |
| Co-ordination | Your body working together |  |  | |
| **Prior Learning:**  **Introduction to PE**  To move safely and sensibly in a space with consideration of others.  To develop moving safely and stopping with control.  To use equipment safely and responsibly.  To use different travelling actions whilst following a path.  To work with others co-operatively and play as a group.  To follow, copy and lead a partner. | | | | **Future Learning:**    **Fundamentals**  To develop balance, stability and landing safely.  To further explore how the body moves differently when running at different speeds.  To develop changing direction and dodging.  To develop and explore jumping, hopping and skipping actions.  To develop co-ordination and combining jumps.  To develop combination jumping and skipping in an individual rope. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To explore stability, balance and landing safely | Social: To interact with other pupils in the class.  Emotional: To challenge myself.  Thinking: To use the teaching points to help me to improve. | | | | | •Look ahead when you land.  •Show hoping and jumping movements with soft bent knees. | |
| To explore how the body moves differently when running at different speeds | Social: To show an awareness of others when moving around.  Emotional: To control my emotions.  Thinking: To identify the difference between walking, jogging, and sprinting. | | | | | •Keep a steady breath.  •Move your arms faster to help you to move forward quickly.  •Run on the balls of your feet. | |
| To explore changing direction and dodging | Social: To move around whilst keeping myself and others safe.  Emotional: To play honestly and abide by the rules.  Thinking: To listen to the instructions and understand what to do. | | | | | •Decide which direction you are going to move into..  •Move your feet to change direction.  •Push off in a new direction, staying on balance. | |
| To explore hopping, jumping and skipping actions | Social: To support and encourage others.  Emotional: To challenge myself to get the best score for me.  Thinking: To identify what movement to choose to succeed in the task. | | | | | •Land on the balls of your feet to stay balanced.  •Move from one foot to another with soft bent knees.  •Swing your arms to help you move forwards. | |
| To explore combination and co-ordination jumping | Social: To help others with the task.  Emotional: To persevere when learning something new.  Thinking: To listen to and follow instructions accurately. | | | | | •Bend your knees to jump and land.  •Count in time to the beat 1,2,3,4.  •Keep your body upright. | |
| To explore combination jumping and skipping in an individual rope | Social: To praise others in the class.  Emotional: To take my time and not give up when I am find something hard.  Thinking: To use the teaching points to help me to improve. | | | | | •Keep your body upright.  •Lift the rope over your head to your feet.  •Turn the rope from your wrists. | |