**Year 1 P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**  To explore travelling movements.  To develop quality when performing and linking shapes.  To develop stability and control when performing balances.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To link gymnastic actions to create a sequence. | | **Keyword** | Definition | Forward roll | Using hands to safely push over your head | |  |
| Travelling movements | How you move in different ways | sequence | Putting moves together | |
| Performing | Showing your moves to others |  |  | |
| Technique | How something should be done |  |  | |
| Barrel roll | Rolling sideways safely |  |  | |
| Straight roll | A technique for rolling |  |  | |
| **Prior Learning:**    **Gymnastics**  To copy and create shapes with your body.  To be able to create shapes whilst on apparatus.  To develop balancing and taking weight on different body parts.  To develop jumping and landing safely.  To develop rocking and rolling.  To copy and create short sequences by linking actions together. | | | | **Future Learning:**    **Gymnastics**  To perform gymnastic shapes and link them together.  To be able to use shapes to create balances.  To be able to link travelling actions and balances using apparatus.  To demonstrate different shapes, take off and landings when performing jumps.  To develop rolling and sequence building.  To develop sequence work on apparatus. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To explore travelling movements | Social: To show respect when watching others perform.  Emotional: To be confident to share my ideas.  Thinking: To understand that using a starting and finishing position will let people know when my sequence has begun and when it has ended. | | | | | •Use different body parts to travel on.  •Use high and low levels to travel. | |
| To develop and combine travelling movements | Social: To show respect when watching others perform.  Emotional: To be confident to share my ideas.  Thinking: To understand that using a starting and finishing position will let people know when my sequence has begun and when it has ended. | | | | | •Use different body parts to travel on.  •Use high and low levels to travel. | |
| To develop quality when performing and linking shapes | Social: To collaborate with a partner to create shapes.  Emotional: To be accepting if my ideas are not used.  Thinking: To know that I can improve my shapes by extending parts of my body. | | | | | •Squeeze your muscles to make them feel hard and tense when in a shape. | |
| To develop quality when linking shapes | Social: To collaborate with a partner to create shapes.  Emotional: To be accepting if my ideas are not used.  Thinking: To know that I can improve my shapes by extending parts of my body. | | | | | •Squeeze your muscles to make them feel hard and tense when in a shape. | |
| To develop stability and control when performing balances | Social: To share a workspace being considerate of others.  Emotional: To be confident to share my sequence with others.  Thinking: To choose travelling actions and balances to link together. | | | | | •Be as still as a statue in your balance.  •Hold your balances for 5 seconds.  •Squeeze your muscles so that they feel hard. | |
| To develop stability and control when performing balances | Social: To share a workspace being considerate of others.  Emotional: To be confident to share my sequence with others.  Thinking: To choose travelling actions and balances to link together. | | | | | •Be as still as a statue in your balance.  •Hold your balances for 5 seconds.  •Squeeze your muscles so that they feel hard. | |