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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Net and Wall**  To defend space, using the ready position.  To play against an opponent and keep the score.  To develop control when handling a racket.  To develop racket and ball skills.  To develop sending a ball using a racket.  To develop hitting over a net. | | **Keyword** | Definition |  |  | |  |
| defend | Protect the area you are in |  |  | |
| Handling | How to hold the racket |  |  | |
| Ready position | How you should stand ready to hit the ball |  |  | |
| Control | How ready you are in the activity |  |  | |
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| **Prior Learning:**    **Games**  To work safely and develop running and stopping.  To develop throwing and learn how to keep score.  To be able to play games showing an understanding of the different roles within it.  To follow instructions and move safely when playing tagging games.  To work co-operatively and learn to take turns.  To work with others to play team games. | | | | **Future Learning:**    **Net and Wall**  To develop racket familiarisation.  To develop placing an object.  To use the ready position to defend space on court.  To develop returning a ball with hands.  To develop returning a ball using a racket.  To move an opponent to win a point. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To defend space using the ready position | Social: To encourage my partner.  Emotional: To work independently to manage my game.  Thinking: To understand why a ready position is useful. | | | | | •Feet hip width apart and knees bent.  •Return to the ready position after each roll or throw. | |
| To play against an opponent and keep the score | Social: To move sensibly to keep everyone safe.  Emotional: To persevere in the games I play.  Thinking: To understand how to make it difficult for my opponent to catch the ball. | | | | | •Say the score out loud every time someone scores a point.  •Shake hands with your opponent at the end of each game. | |
| To explore hitting with a racket | Social: To support and encourage my teammates.  Emotional: To persevere with challenges, I find difficult.  Thinking: To understand the changes that happen in my body when I begin to exercise. | | | | | •Hold the racket towards the bottom of the handle.  •Keep the ball in the centre of the racket face. | |
| To develop racket and ball skills | Social: To encourage others to keep trying.  Emotional: To show determination to get better at the challenges I am set.  Thinking: To reflect on what I did well and what I still need to do to improve. | | | | | •Keep the ball in the centre of the racket face.  •Use small movements to hit the ball. | |
| To develop sending a ball with a racket | Social: To communicate with my partner to complete challenges.  Emotional: To try my best.  Thinking: To recognise how I can improve on my best score. | | | | | •Move your feet to the ball.  •Stand sideways on and push the ball back using the centre of the racket face. | |
| To develop hitting over a net | Social: To work co-operatively in a group, taking turns and keeping score.  Emotional: To challenge myself to complete the task set.  Thinking: To understand how to make it difficult for my opponent to catch the ball. | | | | | •Finish your racket face pointing at where you want the ball to go.  •Look at where the other team are standing and throw or hit the ball away from them. | |