**Year 1 P.E. Curriculum – Summer Term 1 Outdoor**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Invasion Games  To understand the role of defenders and attackers. To understand who to pass to and why when playing against a defender. To move towards a goal with the ball. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending | | **Keyword** | Definition |  |  | | PSHE - Team work, co-operation  Maths – Counting to 20 |
| defenders | Protect the goal or stop a team from scoring points |  |  | |
| attackers | To score points |  |  | |
| support | Help a teammate |  |  | |
| possession | Have control of the ball |  |  | |
| awareness | Understand what is around you when running or passing a ball |  |  | |
| **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:**    Invasion Games  To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To understand the role of defenders and attackers | Social: To congratulate my partner and say 'well played' at the end of the game.  Emotional: To persevere in the games I play.  Thinking: To understand when I am an attacker and when I am a defender. | | | | | Keep the ball close to your feet using soft touches.  Push the ball slightly ahead of you when dribbling at speed. | |
| To recognise who to pass to and why | Social: To come to decisions with others by communicating my ideas.  Emotional: To be confident to share my ideas.  Thinking: To identify with a partner what we can do to improve our score. | | | | | Look where your teammate is before sending the ball.  Pass away from the defender so that they cannot gain possession.  Use the inside of your foot to pass. | |
| To move towards goal with the ball | Social: To work co-operatively with others, taking turns at being the attacker and defender.  Emotional: To show honesty and play fairly.  Thinking: To understand where to move to help me to keep possession. | | | | | Keep the ball close to you to keep control of it.  Keep your head up to see the defender.  Move away from a defender and into space. | |
| To support a teammate when playing in attack | Social: To communicate with my team to let them know when I am in space.  Emotional: To try my best in the games that I play.  Thinking: To understand who to pass to, to keep possession. | | | | | Move away from a defender and into space.  Point your hands in the direction of the pass. | |
| To move into space showing awareness of defenders | Social: To support and encourage others in my team.  Emotional: To show fair play and play within the rules.  Thinking: To understand where to move to, to support a teammate. | | | | | Call to your teammate when you are free.  Look out for defenders and move into space towards your goal | |
| To stay with a player when defending | Social: To show kindness towards my teammate and others.  Emotional: To play games honestly and within the rules.  Thinking: To recognise when my team is in defence. | | | | | Stand sideways so that you can see your attacker and the ball.  Stay close to your attacker using quick changes of direction | |