



PE CURRICULUM KS1

PE	KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
<p>GYMNASTICS</p>	<p>To move safely and confidently in space using changes of speed, level and direction when travelling. To recognise how their body feels when exercising</p> <p>To explore balancing actions.</p> <p>To explore ways of jumping</p> <p>To explore ways of rolling.</p> <p>To link together travel, balance and jump</p> <p>To link together travel, balance, jump, roll in a competition format</p> <p>To explore different balancing actions. To obtain control when performing balancing actions.</p> <p>To explore different ways of jumping with control</p> <p>To develop correct technique when landing</p> <p>To explore 4 different ways of rolling</p> <p>Incorporate rolling into a 3 elements sequence</p> <p>To explore balance, travel, jump and co-ordination on equipment.</p> <p>Start the use of vault/box and artistic floor (sports specific)</p> <p>To link together 5 elements into a sequence</p> <p>To perform a sequence of five contrasting actions</p>	<p>Find and use space safely with an awareness of others. Show a recognisable shape.</p> <p>Plan and repeat three different ways of travelling on hands and feet in a pathway.</p> <p>Quiet safe landing, bent knees</p> <p>Use of arms to help with take off</p> <p>Perform each roll showing different shapes in the different rolls</p> <p>Create a short sequence on apparatus</p> <p>Children can walk forward, backwards and sideways as crab</p> <p>Control and sharp execution of jumps including jumps with turns</p> <p>Can perform each roll with control and have knowledge over technicality for a successful roll.</p> <p>Create a sequence of jump, balance and roll clear control and fluency in their movements.</p> <p>Perform a travel, balance and jump on or off equipment. To perform run, jump and then hands then knees onto vault</p> <p>Display key teaching points throughout each skill</p> <p>Children carry apparatus safely.</p> <p>Children can demonstrate a range of quality actions with a change in dynamic.</p> <p>Children can comment on a performance using simple vocabulary.</p> <p>Children can evaluate and improve their own and others performances.</p> <p>Children can explain how a sequence has improved</p>	<p>Pointed toes</p> <p>Chin up</p> <p>Arms stretched</p> <p>Feet together</p> <p>Squeeze muscles</p> <p>Straight legs</p> <p>Travel</p> <p>Sequence</p> <p>Balance</p> <p>Vault</p> <p>Equipment</p>
<p>DANCE</p>	<p>To understand what a formation is</p>	<p>Children can remember what count each movement is on.</p>	<p>Formation</p>

	<p>To be able to get themselves into different formations</p> <p>To be able to dance in line formations</p> <p>To understand what canon is and be able to perform canon in the dance.</p> <p>Be able to create a short sequence in a small group including all five dance actions (Jump, Gesture, Turn, Stillness, Travel)</p> <p>To understand what Unison is and be able to perform unison within their sequence.</p> <p>Identify what makes a good performance, remember sequence, key words and their meanings.</p> <p>To show that they understand what unison is and know how to perform in unison with the rest of the class.</p> <p>To be able to use different dynamics when dancing.</p> <p>To create a short sequence within a small group using 4 different movements.</p> <p>To understand what a formation is and be able to dance within a formation</p> <p>To be able to understand and perform canon within the routine.</p> <p>To be able to show strong dynamics within movements</p> <p>Identify what makes a good performance, remember sequence, key words and their meanings</p>	<p>Children can remember and repeat a sequence.</p> <p>Children can combine actions together.</p> <p>To be able to comment on each other's performance saying 1 star and 1 wish.</p> <p>To perform in canon clearly within a dance.</p> <p>To ensure all children are performing the correct rhythm and going on their correct count.</p> <p>Children stay with the correct counts.</p> <p>Children come up with their own short sequence making sure all five dance actions are included</p> <p>To be able to get keep in perfect Unison whilst performing their actions</p> <p>Children can use a variety of dynamic qualities soft and sharp, slow and fast</p> <p>Children can remember and repeat performance.</p> <p>Children can dance in perfect unison</p> <p>Children can use a variety of body parts to create interesting shapes.</p> <p>Children can make their own decisions and repeat the sequence.</p> <p>Children can identify the difference between unison and canon and can perform them within the sequence</p>	<p>Canon</p> <p>Line formations</p> <p>Sequence</p> <p>Jump</p> <p>Gesture</p> <p>Turn</p> <p>Stillness</p> <p>Travel</p> <p>Unison</p> <p>Dynamics</p>
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<p>ATHLETICS</p>	<p>To explore different travelling actions</p> <p>To run quickly with greater control and co-ordination. To choose skills to help them meet the challenges set.</p> <p>Introduce exploring different ways to jump.</p> <p>Introduce under and overarm throw.</p> <p>To explore ways of rolling and throwing a bean bag/ball with control and co-ordination.</p> <p>To watch, copy and describe what they and others have done.</p> <p>To explore ways of jumping.</p> <p>To explore different travelling actions</p>	<p>Travelling actions - Bent knees, Heel to toe for walking, Straight body, Head up, Looking forward, Opposite arm to leg, Arms move from shoulder</p> <p>Throwing technique - Lead foot and arm (direction and degree of throw) Opposite foot forward from throwing arm, bending elbow. Leaning back, leg power.</p> <p>Roll and throw a variety of objects, changing their action for accuracy and distance.</p> <p>Jumping- knees bent, use of arms, looking straight ahead. Bending legs at take-off to create biggest jump possible. Bent knees on landing (soft landing) to protect joints. Use of arms to gain momentum during jumps.</p>	
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	<p>To run quickly with greater control and co-ordination.</p> <p>To choose skills to help them meet the challenges set.</p> <p>Introduce exploring different ways to jump.</p> <p>Introduce under and overarm throw.</p> <p>To explore ways of rolling and throwing a bean bag/ball with control and co-ordination.</p> <p>To watch, copy and describe what they and others have done.</p> <p>To explore ways of jumping.</p>	<p>Run at fast and medium speeds. Repeat a short sequence of linked jumps. Throw a variety of objects changing their action for accuracy and distance.</p> <p>Some children will have progressed further show greater difference between slow and fast speeds repeat short sequence of linked jumps with co-ordination. Throw more accurately with greater distance</p>	
<p>GAMES</p>	<p>To explore throwing equipment underarm</p> <p>To develop the skill of side gallop</p> <p>To develop the skill of running</p> <p>To apply the skill of an underarm throw in different ways</p> <p>To develop the skill of dodging</p> <p>To apply simple tactics in a team game</p>	<p>Can throw a bean bag underarm with some consistency into an opponents hoop with a right arm throw – left foot forward and vice versa if left arm throw.</p> <p>Can throw with a level of accuracy into target.</p> <p>Can choose a tactic to outwit an opponent i.e pretend to throw one way and throw the other.</p> <p>Can defend the hoop sometimes.</p>	<p><u>Running</u> Head and body stable</p> <p>Knee lift</p> <p>Arms driving forward and backwards</p> <p><u>Underarm throw</u> Face direction of the throw</p> <p>Step forward with opposite foot to throwing hand</p> <p>Follow through with arm</p> <p><u>Simple tactics</u> Pretend to throw one way then throw the other.</p> <p><u>Side Gallop</u> Feet face front (not direction travel)</p> <p>Chest, head, eyes face the front</p> <p>Rhythmical</p>
<p>STRIKING AND FEILDING</p>	<p>To be confident and safe in a space used to play games.</p> <p>To explore underarm throwing with beanbags.</p> <p>To explore overarm throwing with a variety of equipment.</p> <p>To develop a correct catching technique</p> <p>To continue to develop catching skills and become more competent at it.</p> <p>To develop striking skills.</p> <p>To choose the correct tactics of striking/throwing into space in a game situation.</p>	<p><u>Under arm throw</u></p> <ol style="list-style-type: none"> 1. Watch target / head still / balance 2. Front on towards target 3. Straight arm towards target <p><u>Over arm throw</u></p> <ol style="list-style-type: none"> 1. Watch target / head still / balance 2. Side on towards target 3. Throwing arm above and behind head 4. Front arm used to aim 5. Weight / momentum towards target 6. Stay on two feet <p><u>Catching</u></p> <ol style="list-style-type: none"> 1. Watch the ball 	<p>Roll, throw, over arm, space, run, markers.</p> <p>Eyes, hand position, head still</p> <p>Roll, throw, over arm, space, run, markers, hit, watch the ball, stance, grip</p>

Children continue to develop striking skills and hitting/ throwing into space.

2. Head Still / Balanced Position (Base)
3. Hands together / fingers spread wide (big catching area)
4. Show the ball your hands

Cushion catch (shock absorbers)

Batting (straight drive)

1. watch the ball / head still / balance
2. Grip (V's, hands together, middle of bat handle)
3. Stance / pick up
4. HEAD / foot / weight towards the ball
5. Number 9 (bat and arms) (bat and body)