

PE Reception

Term	Unit covered
1	Dance unit 2
2	Introduction to PE
3	Games unit 1
4	Shine specialist coaching: futsal
5	Gymnastics and apparatus
6	Shine specialist coaching: athletics

Reception

Knowledge, Skills and Understanding breakdown for SUBJECT

Revise and refine the fundamental movement skills they have already acquired	Acquiring and further developing fundamental movements	Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
<p>Progress towards a more fluent style of moving, with developing control and grace and revise and refine the fundamental movement skills they have already acquired: rolling/ crawling/ walking/ jumping/ running/ hopping/ skipping/ climbing (Term 1 and 5)</p> <p>Dance: Copy basic body actions and rhythms, choose and use travelling actions, shapes and balances, travel in different pathways using the space around them. Children are given opportunities to perform in front of others, allow children to be creative risk takers</p> <p>Gymnastics: Show contrast with their bodies including wide/narrow, straight/curved, explore jumping safely, explore shapes in stillness using different parts of their bodies. Promoting independence and resilience.</p>	<p>Master the fundamental movements by combining different movements, confidently and safely use obstacles as well as negotiate space. (Term 2 and 5)</p> <p>Intro to PE: Run and stop with some control, explore skipping as a travelling action, jump and hop with bent knees, balance whilst stationary and on the move, change direction at a slow pace,</p> <p>Gymnastics: Explore rocking and rolling, create shapes showing a basic level of stillness using different parts of their bodies, begin to take weight on different body parts, show shapes and actions that stretch their bodies. Confidently and safely use a range of large and small apparatus indoors and outside</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport (Term 3, 4 and 6)</p> <p>Games: Explore sending a ball to a partner, explore throwing using a variety of equipment, explore catching using a variety of equipment, Drop and catch with two hands, move a ball with feet, throw and roll a variety of beanbags and larger balls to space, attempt to stop a large ball sent to them using feet, run and stop when instructed</p> <p>Specialist sports coaching (Shine): Children are taught by specialist coaches in two specific sports areas: athletics and futsal. Children will be using their fundamental skills and mastering these through applying them in a game context. Children will begin to explore tactics, work within a team as well as be provided with the opportunity to take part in a local sports competition with other schools. Futsal will encourage the development of ball skills and the ability to develop these in the setting of a sports game.</p>
Challenge		
<p>Dance: Begin to use dynamics and expression with guidance and begin to count to music</p> <p>Gymnastics: Be able to link different movements smoothly and fluidly.</p>	<p>Intro to PE: Explore moving different body parts together by being able to co-ordinate moving 2 or more body parts at once</p> <p>Gymnastics: Be able to link different movements smoothly and fluidly.</p>	<p>Games: Make simple decisions in response to a situation</p> <p>Shine coaching: Take part in a local sports tournament and begin to apply tactics within a game</p>

PE Year 1

<u>Term</u>	<u>Unit covered</u>
1	Team Building
2	Shine specialist coaching: athletics
3	Ball skills
4	Dance
5	External specialist coach: Yoga
6	Target games

Year 1 Knowledge, Skills and Understanding breakdown for SUBJECT		
Develop simple tactics for attacking and defending and develop ball skills	Acquiring and further developing basic skills	Participate in team games encouraging teamwork
<p>Children should be able to begin to think about the benefits of using tactics within a game. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. (Term 2, 3 and 6)</p> <p>Shine specialist coaching (athletics): Children will begin to explore tactics, work within a team and individually as well as be provided with the opportunity to take part in a local sports competition with other schools. Children will begin exploring the best methods and approaches to different events in order for them to maximise their outcome</p> <p>Target games: Drop and catch a ball after one bounce on the move, Throw and roll towards a target with some varying techniques, Kick towards a stationary target, Strike a stationary ball using a racket, begin to use simple tactics with guidance, Explore striking a ball with their hand and equipment, Explore technique when throwing underarm and overarm towards a target. Use all the correct terminology and vocabulary</p> <p>Ball skills: Roll and throw with some accuracy towards a target, begin to catch with two hands, catch after a bounce, track a ball being sent directly, begin to dribble with hands and feet</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. (Term 2, 4 and 5)</p> <p>Shine specialist coaching (athletics): Explore changing direction and dodging. Discover how the body moves at different speed, Move with some control and balance. Explore stability and landing safely, Demonstrate control in take-off and landing when jumping, begin to explore hopping in different directions, Change direction whilst running, Explore running at different speeds, Explore moving for longer periods of time and identify how it makes them feel</p> <p>Dance: Copy, remember and repeat actions, choose actions for an idea, Use changes of direction, speed and levels with guidance, begin to use counts, explore varying speeds to represent an idea, explore pathways within their performances, begin to explore actions and pathways with a partner.</p> <p>Yoga (Specialist coach): An external specialist will be coming in to deliver 5 lessons to the children where they will explore how to manage and master their balance, co-ordination, breathing as well as develop flexibility and body strength.</p>	<p>It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (Term 1)</p> <p>Team building: Begin to work with a partner and a small group, follow instructions, Identify own and others' success.</p>

	<p>Explore poses and movements that challenge their flexibility, Explore strength whilst transitioning from one pose to another, Recognise their own feelings in response to a task or activity.</p>	
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Challenge

<p>Shine coaching: Take part in a local sports tournament and begin to reflect and feedback on own performances in order to make improvements</p> <p>Target games: Evaluate and explain why you have chosen a specific throw/movement in order to succeed.</p> <p>Ball skills: Begin to dribble and with hands and feet on the move</p>	<p>Shine coaching: Take part in a local sports tournament and begin to reflect and feedback on own performances in order to make improvements</p> <p>Dance: Show some sense of dynamic and expressive qualities</p> <p>Yoga: Be able to move in time with your breath and hold your pose for a certain length of time.</p>	<p>Team Building: Understand the rules of the game and suggest ideas to solve simple tasks within a group</p>
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PE Year 2

Term	Unit covered
1	Shine specialist coaching: athletics
2	Fitness
3	Shine specialist coaching: Unihoc
4	Gymnastics
5	Invasion games
6	OAA: Outdoor adventurous activities

Year 2
Knowledge, Skills and Understanding breakdown for SUBJECT

Develop simple tactics for attacking, defending and invading	Mastering the fundamental skills and applying them in a variety of sporting games/scenarios whilst developing fitness levels	Participate in team games encouraging teamwork
<p>Children should be able to begin to think about the benefits of using tactics within a game. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. (Term 3 and 5)</p> <p>Shine specialist coaching (Unihoc): Children will begin to explore tactics, work within a team and individually as well as be provided with the opportunity to take part in a local sports competition with other schools. Children will begin exploring the best methods and approaches to different game scenarios in order for them to maximise their outcome. Children will be encouraged to take risks and develop resilience.</p> <p>Invasion games: Dibble a ball with some success, stopping it when required, catch an object passed to them, with and without a bounce, Move to track a ball and stop it using feet with limited success, Move to space to help score goals or limit others scoring, Use simple tactics, Developing moving into space away from defenders, Explore staying close to other players to try and stop them getting the ball</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, are physically active for sustained periods of time and lead healthy, active lives (Term 1, 2 and 4)</p> <p>Shine specialist coaching (athletics): Develop the sprinting action, develop jumping, hopping and skipping actions, explore safely jumping for distance and height, develop overarm throwing for distance</p> <p>Fitness: Demonstrate improved technique when changing direction on the move, demonstrate increased balance whilst travelling along and on different equipment, perform actions with increased control when coordinating their body with and without equipment, can demonstrate running at different speeds, demonstrate increased control in body weight exercises, show an ability to work for longer periods of time. Discuss the features of a healthy lifestyle and why we need to exercise.</p> <p>Gymnastics: Explore using shapes in different gymnastic balances, Remember, repeat and link combinations of gymnastic balances, Explore barrel, straight and forward roll and put into sequence work, Explore shape jumps and take off combinations, given the chance to perform, Perform balances on different body parts with some control and balance, Take body weight on different body parts, with and without apparatus, Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (Term 3 and 6)</p> <p>Shine specialist coaching (Unihoc): Children will begin to explore tactics, work within a team and individually as well as be provided with the opportunity to take part in a local sports competition with other schools. Children will understand that respect is a vital feature of a team sport and will learn to show good sportsmanship towards other teams. Respect diverse athletes from a variety of different sporting backgrounds.</p> <p>OAA: Follow instructions accurately, Work co-operatively with a partner and a small group, taking turns and listening to each other, Try different ideas to solve a task, Follow and create a simple diagram/map</p>

Challenge

<p><u>Shine coaching:</u> Take part in a local sports tournament and begin to reflect and feedback on own performances in order to make improvements</p> <p><u>Imvasion games:</u> Explore staying close to other players to try and stop them getting the ball</p>	<p><u>Shine coaching:</u> Take part in a local sports tournament and begin to reflect and feedback on own performances in order to make improvements</p> <p><u>Fitness:</u> Explain and describe the features and benefits of a healthy active lifestyle confidently using the correct terminology</p> <p><u>Gymnastics:</u> Show increased awareness of extension and flexibility in actions.</p>	<p><u>Shine coaching:</u> Take part in a local sports tournament and work well within a team taking on a leader role and offer support and fairness within your team</p> <p><u>OAA:</u> Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>
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