

Physical Education - Year One



Curriculum End Points

Unit: Health and Well-being

- Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.
- Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.
- Pupils will develop life skills such as empathy and fairness as they collaborate with each other to complete the circuits.
- Pupils will demonstrate honesty and self-belief as they try their hardest to improve their performances and keep their score.

Key Vocabulary

Unit: Health and Well-being

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. We are also an attacker when we are trying to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to catch an attacker.

Agility is the body's ability to move quickly and easily in different directions.

Balance: Is the even distribution of weight enabling someone or something to remain upright and steady.

Coordination: Is the ability to use different parts of the body together efficiently.

Hand-eye coordination: is the ability to use our hands and eyes at the same time to perform and accomplish a given task, such as catching a ball.

Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.

Aiming: means how we use our bodies to direct a ball or an object to a specific target.

Curriculum End Points

Unit: Growing – Dance

- Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.
- Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.

Key Vocabulary

Unit: Growing – Dance

Moving: means using a variety of body parts to move around the space in a creative way.

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Rhythm: is a repeated pattern of movements or sounds.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Control: means moving our bodies in time with the music, beat or sound.

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.

Curriculum End Points

Unit: Locomotion – Jumping 1

- Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.
- Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.
- Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.
- Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.

Key Vocabulary

Unit: Locomotion – Jumping 1

Skipping: is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.

Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.

Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.

Defender: We are considered a 'defender' when we are trying to catch an attacker.

Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.

Curriculum End Points

Unit: Gymnastics – Body Parts

- Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.
- Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.
- Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

Key Vocabulary

Unit: Gymnastics – Body Parts

Champion Gymnastics: ‘Champion’ refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.

Narrow: This means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

Transition: The term transition means to move into and out of basic movements, actions or balances.

Interesting: This means pupils are thinking and being creative.

Linking: This means successfully adding two movements together so that they flow one after the other.

Curriculum End Points

Unit: Dance – The Zoo

- Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.
- Pupils will develop life skills such as self-belief and courage as they create their sequences including more advanced compositional elements.

Key Vocabulary

Unit: Dance – The Zoo

Moving: means using a variety of body parts to move around the space in a creative way.

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Rhythm: is a repeated pattern of movements or sounds.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Control: means moving our bodies in time with the music, beat or sound.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: is a series of movements that are repeated.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Curriculum End Points

Unit: Ball Skills – Feet 1

- Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.
- Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.
- Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.
- Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.

Key Vocabulary

Unit: Ball Skills – Feet 1

Passing: is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.

Curriculum End Points

Unit: Outdoor Adventure Activities – Team Building

- Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully.
- Pupils will begin to understand what makes an effective team and why we must include everyone. Pupils will start to create simple tactics.
- Pupils will develop life skills such as empathy and fairness as they work together to complete the challenges.
- Pupils will develop life skills such as courage and self-belief as they try their hardest to complete the different challenges.

Key Vocabulary

Unit: Outdoor Adventure Activities – Team Building

Team Member: A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team achieve its goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Inclusion: Inclusion means to include everyone in the activity or within a team no matter their ability. No one should be left out.

Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Cooperation: Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Trust: Is the ability to have the confidence to believe in the actions of your partner or team.

Fairness: Fairness: is when we make judgements in accordance with the rules and treat everyone equally and fairly.

Curriculum End Points

Unit: Ball Skills – Hands 1

- Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.
- Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.
- Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.
- Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.

Key Vocabulary

Unit: Ball Skills – Hands 1

Aiming: is the ability to use our bodies to direct an object towards a target.

Accuracy: is the ability to control where we throw or roll an object.

Opponent: means a player on the other team.

Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.

Batter: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring.

Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.

Catching: means holding the ball with our hands when it is hit or thrown to us, usually before it touches the ground.

Curriculum End Points

Unit: Ball Skills – Rackets, Bats & Balls

- Pupils will be able to push (hit) their ball towards a target, varying the power they apply based on the distance of the target.
- Pupils will understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.
- Pupils will develop life skills such as fairness and empathy as they listen to others and work collaboratively together.
- Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, even if they find it challenging.

Key Vocabulary

Unit: Ball Skills – Rackets, Bats & Balls

Possession is when we have physical control of the ball.

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Control: means keeping the ball close to us when we are dribbling or pushing with our racket.

Dribbling: is a method of moving with the ball. The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.

Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Hitting: means striking the ball with a racket with the purpose towards a target.

Power: is the intensity and speed that we hit a ball with our racket.

Curriculum End Points

Unit: Games for Understanding

- Pupils will be able to run and stay in a space, changing direction and speed to avoid defenders. When defending, pupils will successfully make a tag.
- Pupils will start to create and apply simple tactics for attacking and defending.
- Pupils will develop an understanding of why rules are important in a game. Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.
- Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Key Vocabulary

Unit: Games for Understanding

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Rules: are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.

Attacker: We are considered an 'attacker' when we, or our team are in possession of the ball or when we are trying to stop a defender from scoring a point. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Team: A team is a group of people who work together with the objective of achieving the same a goal.

Curriculum End Points

Unit: Locomotion – Running 1

- Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.
- Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.
- Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.
- Pupils will develop life skills such as honesty and self-belief as they strive to run as fast as possible, ensuring they are playing by the rules.

Key Vocabulary

Unit: Locomotion – Running 1

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.

Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running.

Acceleration: is how quickly an athlete can increase their speed over a distance when running.

Tagging or Tag: is the method applied by the defending team to stop an attacker from moving.

Curriculum End Points

Unit: Gymnastics – Wide, Narrow, Curled

- Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.
- Pupils will experiment moving in a variety of ways understanding the differences between each type of movement. Pupils will be creative as they link movements.
- Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other. Pupils will support each other and share apparatus.
- Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.

Key Vocabulary

Unit: Gymnastics – Wide, Narrow, Curled

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Interesting: This means pupils are thinking and being creative.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example, a star jump is a wide movement.

Narrow: This means moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

Big: This means moving or balancing in ways where the body is extended as large as possible.

Small: This means moving or balancing in ways where the body is made as small as possible.

Linking: This means successfully adding two movements together so that they flow one after the other.

Interesting: This means pupils are thinking and being creative.