



What are the aims and intentions of this curriculum?

That children:

- Have the opportunity to develop fundamental movement skills (running, jumping, throwing and catching).
- Develop their skills further by competing against themselves and others.

Term	Topic	Knowledge	Skills	Assessment
Autumn 1	Locomotion 2	<ul style="list-style-type: none"> • To know how to safely jump and land • To know which foot feels better to jump off • To know when to jump when skipping • To know different skipping techniques 	<ul style="list-style-type: none"> • To jump in a variety of ways: <ul style="list-style-type: none"> ✓ with a small run up ✓ from a standing position ✓ with a scissor kick • To bend legs on landing • To drive arms upwards when jumping • To skip with a rope • To skip with consistency 	
		Vocabulary: jump, bend, skip, scissor kick, consistency		
Autumn 1	Dance - Animals	<ul style="list-style-type: none"> • To know how to safely move around in space • To know how to control speed to stay safe • To know how to use simple technical language to provide feedback 	<ul style="list-style-type: none"> • To travel safely and creatively in space • To show different levels when travelling • To translate words/ideas into theme related shapes, movements and actions • To communicate effectively with a partner • To create and perform a simple sequence of movement • To give supportive feedback 	
		Vocabulary: theme, mind map, shapes, sequence, feedback, creative, communicate		



PE Curriculum: Year 1

Spring 1	Fundamental movement skills 2	<ul style="list-style-type: none"> • To know that focussing eyes and using arms is helpful for balancing • To know how to use arms to help when hopping • To know how to glance over both shoulders when travelling backwards • To know which foot is preferred for take off • To know when to attack and defend • To know what a punt is • To know that when kicking from the ground, the standing foot should be adjacent to the ball 	<ul style="list-style-type: none"> • To hop • To move and retain balance • To travel backwards safely • To jump in a variety of ways • To land safely when jumping • To combine a run and a jump • To dodge • To move safely with awareness of others • To evade others • To attack and defend • To punt a ball • To catch using W shape 	
<p>Vocabulary: hop, dodge, space, combine, evade, dodge, punt, attack, defend, take off</p>				
Spring 1	Gymnastics – Balancing and spinning	<ul style="list-style-type: none"> • To know how to start and finish a sequence • To know what symmetrical shapes are • To know what asymmetrical work looks like • To what a sequence should contain. 	<ul style="list-style-type: none"> • To perform controlled spins • To spin on apparatus • To support body weight in symmetrical balances • To perform spins on side from front to back • To perform a combination of symmetrical and asymmetrical spins • To hold balances on different points of the body • To spin out balances to perform a sequence • To work effectively with a partner. 	
<p>Vocabulary: symmetrical, asymmetrical, balance, levels, formations</p>				



PE Curriculum: Year 1

Spring 2	Striking and fielding game skills 1	<ul style="list-style-type: none"> • To know when to run and not to • To know the need to communicate with a partner • To know the importance of a good stance • To know the need to run after striking a ball to score runs 	<ul style="list-style-type: none"> • To strike a ball off a tee • To get in line with a ball when fielding • To stop a ball with two hands • To bowl a ball at a target • To pick up a ball with one hand • To chase and retrieve a ball • To bowl underarm with some accuracy • To perform a long barrier to stop a ball • To keep a straight arm when bowling 	
		Vocabulary: strike, throw, catch, long barrier, communicate, rules		
Spring 2	Gymnastics – wide, narrow and curled rolling and balancing	<ul style="list-style-type: none"> • To know what is meant by a ‘curled shape’ • To know how to move elegantly from one move to the next • To know what inversion is • To know what a contrast is • To know how to work with a partner to agree a sequence 	<ul style="list-style-type: none"> • To travel and balance in a wide shape • To take body weight and move in tight curled shapes • To create a sequence of curled movements • To form a sequence of long shapes whilst in balance, motion and flight • To perform at different levels • To identify a good starting point on the floor or apparatus 	
		Vocabulary: balance coordination agility, apparatus, wide shape, spin, balance, curled shape, motion, flight		



PE Curriculum: Year 1

<p>Summer 1</p>	<p>Invasion Games skills 1</p>	<ul style="list-style-type: none"> • To know how to receive a bounce pass • To know that dribbling requires pushing down with one hand • To know that hands need to be soft when receiving a pass • To know to move into space after passing a ball 	<ul style="list-style-type: none"> • To pass the ball using a bounce pass • To get into a good position to receive a bounce pass • To move around safely in a limited space • To use big toe, little toe when dribbling a ball • To bounce and dribble the ball with good control • To trap a ball 	
		<p>Vocabulary: chest pass, bounce pass, catch, dribble, roll, space, position</p>		
<p>Summer 2</p>	<p>Athletics 2</p>	<ul style="list-style-type: none"> • To know the importance of a good start • To know to cushion knees when landing • To know the techniques for different types of jump • To know the difference between a leap and a jump • To know how to increase the distance of a jump • To know why it is important to warm up • To know how to keep others safe when throwing 	<ul style="list-style-type: none"> • To jump in a variety of ways • To coordinate a run with a jump • To discover and develop different styles of jumping • To leap, jump and hop • To add a short run to a jump • To use a run up before a throw • To show a sense of anticipation • To react quickly • To demonstrate agility and balance 	
		<p>Vocabulary: leap, jump, hop, increase, anticipate, landing, cushion, technique</p>		