

# Year 1

## Year 1 - Autumn 1: Real PE

### Milestone LO

- **Real PE LO:** I am learning to focus and stay on task

### Curriculum Links:

- Master basic movements including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities.
- Engage in activities in a range of increasingly challenging situations.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Personal Cog</li> <li>• Coordination: Footwork</li> <li>• Static Balance: One leg</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To work on simple tasks means that they listen to instruction and stay on task.</li> <li>• To stay on task means that they carry on with the task without stopping.</li> <li>• A simple task means that it is easy to do.</li> <li>• A marked area is a space where the activity takes place and can be marked using cones, markers or lines. Instructions are when someone is telling them to do something in a particular way or order.</li> <li>• To follow instructions will enable me to practise safely.</li> <li>• To practise safely they need to listen carefully to instructions.</li> <li>• To practise safely means that they need to keep their head up to see what is going on and stay within a marked area.</li> </ul> <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> <li>• To balance with a standing foot still means that the foot on the ground doesn't move.</li> <li>• By keeping their head up and still it will help them to balance on one foot.</li> <li>• To balance with minimal wobble means that their body doesn't move very much.</li> <li>• To keep their tummy tight they have to squeeze the tummy muscles.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• Balance means being able to keep steady in a controlled position (not wobbling or falling over).</li> <li>• Moving smoothly means to move with flow from one thing to another.</li> <li>• Galloping means to do a forwards slide movement, where the front foot steps forward with a little spring followed by the transfer of the body weight to the back foot.</li> <li>• Skipping means to jump forward lightly by sliding and hopping on one foot and then the other.</li> <li>• Hopping means to make a short jump on one foot.</li> <li>• Side stepping means to move sideways.</li> <li>• When they are on the balls of their feet their heel is off the floor, but they are not up on their toes.</li> <li>• Footwork patterns are the ways in which we can move with our feet, for example: walk, high knees, jog, gallop, run, skip, hop, side-step and pivot on the spot.</li> <li>• Jogging means to running at a steady gentle pace.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To try several times if they are not successful the first time.</li> <li>• To ask for help when they need it.</li> <li>• To follow instructions.</li> </ul> <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> <li>• To keep their head up and still when balancing on one leg.</li> <li>• To keep their tummy tight when balancing on one leg.</li> <li>• To keep their back straight when balancing on one leg.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To move with good control, by keeping their head up.</li> <li>• To move with good balance, bending their knees.</li> <li>• To move smoothly, working off the balls of their feet.</li> <li>• To gallop by moving their front foot forwards with a little spring and then transfer their weight to their back foot and repeat.</li> <li>• To skip by stepping forward and hopping onto one foot and then the other, swinging the opposite arm to leg.</li> <li>• To hop by looking up, keeping their balance and jumping on one foot.</li> <li>• To side-step by moving sideways taking one step out and then bringing feet together and repeating this.</li> <li>• To walk or run by lifting the knees high.</li> <li>• To jog by running at a steady, gentle pace.</li> </ul>

	<ul style="list-style-type: none"> <li>• A pivot is when they rotate on one foot.</li> <li>• Static means when they are still.</li> </ul>	<ul style="list-style-type: none"> <li>• To pivot on the spot by keeping one foot still and moving the other whilst keeping their balance and turning.</li> <li>• To balance on one foot, keeping their head up, keeping their tummy tight and keeping their back straight, so they don't wobble.</li> </ul>
<b>Vocabulary</b>	<p><b>Back:</b> Moving in the direction behind them.</p> <p><b>Control:</b> Being able to manage how they move or do things.</p> <p><b>Directions:</b> Instructions that tell them how to get somewhere or do something.</p> <p><b>Gallop:</b> Running fast, like a horse.</p> <p><b>Hop:</b> To jump a short distance on one foot.</p> <p><b>Muscles:</b> Parts of their body that help they move.</p> <p><b>Safely:</b> Doing something in a way that keeps them from getting hurt.</p> <p><b>Side step:</b> To take a step to the side, usually to avoid something.</p> <p><b>Skip:</b> To move with a hop from one foot to the other.</p> <p><b>Still:</b> Not moving or making any noise.</p> <p><b>Straight:</b> Going in one direction without any turns.</p> <p><b>Task:</b> Something they need to do or finish.</p> <p><b>Wobble:</b> To move unsteadily from side to side.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 1 - Autumn 1: Orienteering

### Milestone LO

- To understand that symbols in a legend represent real-world features.
- To interpret a simple map & transfer their understanding to real-world concrete materials.
- To understand that symbols in a legend represent real-world features.
- To interpret a simple map & transfer their understanding to real-world concrete materials.
- To recognise a variety of common orienteering map symbols & match them to their real-world features.

### **Curriculum links:**

- 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
- Take part in outdoor and adventurous activity challenges both individually and within a team.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• <i>A map represents the real-world.</i></li> <li>• <i>A cube is a solid shape with six square faces.</i></li> <li>• <i>A counter is a circular piece of plastic used for counting.</i></li> <li>• <i>A beanbag is a bag filled with dried beans</i></li> <li>• A map uses symbols to represent objects in reality</li> <li>• To travel means to move.</li> <li>• To communicate means to express thoughts or feelings</li> <li>• A variety of common orienteering map symbols &amp; their real-world features are:</li> </ul> <div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• A control point is where they check in and get the next clue.</li> <li>• To compare means to find things that are the same and different.</li> </ul>	<p>Know how ...</p> <ul style="list-style-type: none"> <li>• To interpret a map legend &amp; transfer information to the real-world.</li> <li>• To travel &amp; communicate together effectively.</li> <li>• To match a simple orienteering map to a different representation by analysing the position of its features/symbols.</li> <li>• To identify where features and control points are using their map and knowledge of the school grounds</li> <li>• To compare the orienteering map with the real-world, matching features and locations within the school grounds</li> </ul>
<b>Vocabulary</b>	<p><b>Control marker:</b> A marker or flag placed at specific spots on an orienteering course that participants must find.</p> <p><b>Control point:</b> A specific location on an orienteering course marked by a control marker that participants must locate.</p> <p><b>Key:</b> A guide that explains the symbols and colours used on a map, including orienteering maps.</p> <p><b>Legend:</b> A part of a map, including orienteering maps, that shows what the symbols and colours mean.</p>	

	<p><b>Map:</b> A picture or drawing that shows the layout of an area, including orienteering maps used to navigate.</p> <p><b>Orienteering map:</b> A specialized map used in the sport of orienteering, showing checkpoints, terrain features, and routes.</p> <p><b>Symbol:</b> Pictures or icons used on a map, including orienteering maps, to represent features like buildings, roads, or landmarks</p>
Enrichment & wider development	



**Year 1 - Autumn 2: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to work sensibly with others, taking turns and sharing

**Curriculum Links:**

- Master basic movements, including jumping, as well as developing balance, agility and coordination and begin to apply these in a range of activities.
- Engage in cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Social Cog</li> <li>• Dynamic Balance to Agility: Jumping and Landing</li> <li>• Static Balance: Seated Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To take turns means that they go alternately.</li> <li>• To share means that they split with a partner.</li> <li>• To play with others means that they let other people join in.</li> <li>• Working sensibly means to listen to others, take turns, share and be aware of the space around them.</li> <li>• To use positive words and gestures means to say what others are doing well.</li> </ul> <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• Take off means to leave the ground or other surface.</li> <li>• A good take off and height means keeping their feet and shoulder width apart</li> <li>• To land softly and quietly they need to bend their knees on take-off and landing.</li> <li>• To land with balance and control they need to keep their head up as they land</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with minimal wobble means that their body doesn't move very much.</li> <li>• To keep their tummy tight they have to squeeze the tummy muscles.</li> <li>• <i>To balance without strain means that their head is up and they breathe throughout.</i></li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To play with others, take turns and share with help.</li> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To share the space and equipment.</li> <li>• To use positive words or gestures to keep others going.</li> </ul> <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• To keep their feet shoulder width apart for a take-off.</li> <li>• To keep their head up as they land to have balance and control.</li> <li>• To bend their knees on take-off and on landing for a soft and quiet landing</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To keep their head up and still when balancing with hands and feet.</li> <li>• To keep their tummy tight for minimal wobble.</li> <li>• To keep their back straight during a balance.</li> <li>• To maintain balance by keeping their back straight when their hands and feet are off the floor</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Cone:</b> A small, usually orange, object shaped like a triangle, often used to mark a spot or guide movement in activities.  <b>Freeze:</b> To stop moving suddenly and stay very still.  <b>Landing:</b> The act of coming down to the ground after jumping or being in the air.  <b>Position:</b> The way their body is placed or arranged in a certain place or during an activity.  <b>Quarter:</b> One of four equal parts.  <b>Return:</b> To go back to where they started from or to a previous place.  <b>Sensibly:</b> To do something in a way that is smart and careful.  <b>Swap:</b> To exchange or trade places with someone or something else.  <b>Take turns:</b> To do something one after another, sharing the chance to do it.  <b>Swing:</b> To move back and forth or from side to side while hanging or supported.</p>	
<p><b>Enrichment &amp; wider development</b></p>		



Year 1 - Autumn 2: Real Gym

**Milestone LO**


- **LO:** I am learning to work sensibly with others, taking turns and sharing

**Curriculum links:**

- Master basic movements including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities.
- Engage in competitive (against self) and cooperative physical activities, in a range of increasingly challenging situations.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Shape</u></p> <ul style="list-style-type: none"> <li>• To perform an accurate shape means that their body is positioned to clearly show the desired shape.</li> <li>• To create a tuck shape they need to bend at the hips and knees, keep the knees and feet together and squeeze into a small shape.</li> <li>• To create a star shape they need to keep their legs stretched wide apart, keep their back and legs straight.</li> <li>• To know that to have good body tension means that they can hold a shape.</li> <li>• To have good body tension means that they squeeze their muscles tight,</li> <li>• To know that to perform a repeatable shape means that they can do it again.</li> <li>• To create a straight shape means that their body is in a straight line.</li> <li>• To create a dish shape means that their back is on the floor and they lift their feet, shoulders and head from the floor. At the same time, their legs need to be squeezed together and the feet pointed.</li> <li>• To create an arch they lie on their tummy and stretch their body to make it as long as possible. Lift their arms from the floor and hold them next to their ears and lift the legs from the floor and squeeze them together and point their feet.</li> <li>• To create a pike shape means that their legs are straight out in front together, the arms are straight out in front, the back is straight, eyes forward and the toes are pointed.</li> <li>• To create a straddle means that their legs are out in a front split at a 90 degree angle, their knees are pointing to the ceiling, arms above the legs and their toes are pointed.</li> <li>• To perform shapes on equipment they need to grip the apparatus with their hands.</li> </ul> <p><u>Travel</u></p> <ul style="list-style-type: none"> <li>• To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension.</li> <li>• Extension means that parts of their body are stretched out as much as possible.</li> <li>• To move with light and quiet steps means that they step onto the balls of their feet.</li> <li>• To absorb the impact of movements they need to bend their knees.</li> <li>• To move smoothly and fluently means that they focus on the coordination of the body parts.</li> <li>• Coordination of their body parts means how they move at the same time.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform an accurate shape</li> <li>• To use body tension to hold a shape</li> <li>• To perform a repeatable shape.</li> <li>• To focus on the quality of a shape each time.</li> <li>• To extend the body as much as possible to be able to perform shapes accurately.</li> </ul> <ul style="list-style-type: none"> <li>• To move with good posture</li> <li>• To move with light, quiet steps</li> <li>• To perform accurate movement patterns.</li> <li>• To perform movements</li> </ul>



	<ul style="list-style-type: none"> <li>• To perform accurate movement patterns means to change the speeds, absorb any impact with their knees to allow for the movements to be fluent.</li> <li>• To move with fluency means that the movements flow into each other smoothly.</li> <li>• To maintain contact with the apparatus means that at least one body part is touching the apparatus and they keep their eyes on part of the body in contact to keep the active balance.</li> <li>• A crab position is when they place their hands underneath their shoulders, fingers pointing out to the side, away from each other and their body is in a flat position where their hips are in line with their shoulders and knees.</li> <li>• To move in a crab position they start “walking” forward by moving their left hand followed by their right foot; and then their right hand followed by their left foot.</li> <li>• To perform a bunny hop their feet are side by side, they squat down with the hands on the floor and they jump upwards with the knees bent up to the level of the hips whilst their hands stay on the floor.</li> <li>• To move in a bear walk they begin on all fours and lift their knees so that they're at a 90-degree angle and a few inches off of the ground. Crawl forward starting with either hand or the opposite foot, alternate sides to crawl their way across the floor.</li> <li>• To move in a caterpillar walk means that they walk their hands towards a front support, then walk their feet in towards their hands.</li> </ul>	
<b>Vocabulary</b>	<p><b>Accurate:</b> Doing something correctly and exactly right.  <b>Balls of feet:</b> The front part of their feet, just behind their toes.  <b>Continuously:</b> Doing something without stopping or taking a break.  <b>Extend:</b> To reach out or stretch something to make it longer.  <b>Grip:</b> How tightly they hold onto something with their hand.  <b>Handing:</b> Passing something to someone else with their hands.  <b>In contact:</b> Touching or being connected to something.  <b>Movement pattern:</b> The way their body moves when they do a certain activity or exercise.  <b>Opposite arm and leg:</b> Using one arm and the opposite leg at the same time.  <b>Perform:</b> To do something or show something to other people.  <b>Sequence:</b> Doing things in a certain order, one after the other.  <b>Smooth:</b> Doing something without any sudden movements or stops.  <b>Sensibly:</b> Doing something in a smart and careful way.  <b>Sloped:</b> Going up or down gradually, like a hill.  <b>Stretched:</b> Making their body longer by pulling their arms or legs.  <b>Supported:</b> Getting help or holding onto something so they don't fall.  <b>Take turns:</b> To do something one after another, sharing the chance to do it.  <b>Tiptoes:</b> Standing or walking on the front part of their feet, with their heels off the ground.</p>	
<b>Enrichment &amp; wider development</b>		

FEDERATION



Year 1 - Spring 1: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to observe and describe.

**Curriculum Links:**

- Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Cognitive Cog</li> <li>• Dynamic Balance: On a line</li> <li>• Static Balance: Stance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Instructions are when someone is telling them to do something in a particular way or order.</li> <li>• Rules are a set of instructions that must be followed</li> <li>• Movement means to move parts of the body</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To maintain a balance on the line their head needs to be up.</li> <li>• To move with the opposite arm and leg moving their need to swing their arms to help they to move and balance.</li> <li>• To swing their arms means to raise their arms move forwards and backwards</li> <li>• To move smoothly with minimal wobble, they use their arms in the opposite action to their legs and use their arms for balance.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To balance both feet need to face forwards, their feet must be shoulder width apart and their knees are bent.</li> <li>• To balance with their feet still, the weight must be through the balls of the feet.</li> <li>• A good stance means the position that they are standing in.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To follow instructions.</li> <li>• To use positive words or gestures to keep others going.</li> <li>• To start with simple movements and begin to add more difficult ones.</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To use their arms to move and balance when on a line.</li> <li>• To keep their back straight, head still and look forward when balancing on a line.</li> <li>• To swing their arms to help they to move and balance.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To keep their feet shoulder width apart and the knees bent to keep a balanced stance when balancing on a line.</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Backwards:</b> Moving in the opposite direction from where they want to go.  <b>Heels:</b> The back part of their feet, below their ankles.  <b>Shoulder:</b> The part of their body where their arm is connected; it's also the side part of their body.  <b>Simple:</b> Something easy to understand or do, like an activity or a problem.  <b>Understand:</b> To know the meaning or to know how something works.  <b>Width:</b> The distance from one side to the other side of something</p>	
<p><b>Enrichment &amp; wider development</b></p>		

FEDERATION





Year 1 - Spring 1: Real Dance

**Milestone LO**

- **LO:** I am learning to observe and describe.

**Curriculum links:**

- Master basic movements and apply these in a range of activities. Engage in cooperative physical activities.
- Perform dances using simple movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes.</li> <li>• To have control means that their tummy is tight and the arms are long to help with balance.</li> <li>• To land smoothly when jumping means that they land through the balls of their feet and bend the knees to absorb the impact.</li> <li>• To perform shapes with different leg positions means that they need to focus on their core strength.</li> <li>• Different leg positions means the direction and shape that their leg is in.</li> </ul> <p><u>Partnering shapes</u></p> <ul style="list-style-type: none"> <li>• To use their arms will help with balancing as well as to create interesting shapes.</li> <li>• To make standing and floor shapes with partners means that they need to move together.</li> </ul> <p><u>Artistry Musicality</u></p> <ul style="list-style-type: none"> <li>• To count to the beat of the music means that they find the beats in a bar.</li> </ul> <p><u>Circles</u></p> <ul style="list-style-type: none"> <li>• To make big circular movements means that they make big circles using their arms or legs.</li> <li>• To jump and turn with control means that they need to squeeze the muscles to keep the body in shape and then land through the balls of their feet to absorb the impact.</li> <li>• A jump means to spring into the air and land normally starting and ending on 2 feet.</li> <li>• A turn means a rotation on the body's axis supported by one or both feet.</li> </ul> <p><u>Artistry</u></p> <ul style="list-style-type: none"> <li>• To have a strong starting and finishing position means that they use their core strength to find strong, still shapes.</li> <li>• To stay in balance, especially in turns, means that they need to use core strength and control the speed of the move.</li> </ul> <p><u>Artistry abstraction</u></p> <ul style="list-style-type: none"> <li>• To demonstrate moving like silk means that they need to look at how the silk moves in the air and try and move at the same time.</li> <li>• To move smoothly and fluently when transitioning between moves means that it flows from one move to the next.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing.</li> <li>• To perform a wide range of standing and floor shapes and move between them.</li> <li>• To perform shapes with different leg positions</li> </ul> <ul style="list-style-type: none"> <li>• To perform different standing and floor shapes with a partner.</li> <li>• To maintain a secure but soft contact when in contact with a partner.</li> </ul> <ul style="list-style-type: none"> <li>• To count to the beat of the music</li> <li>• To make visible changes in movements when music changed.</li> <li>• To perform different shapes with control to different music.</li> </ul> <ul style="list-style-type: none"> <li>• To perform diverse circular moves</li> <li>• To land quietly and in balance during circular moves.</li> <li>• To maintain balance and control when turning, jumping and landing.</li> </ul> <ul style="list-style-type: none"> <li>• To use silk within a range of movements.</li> <li>• To transition smoothly and fluently between moves.</li> </ul>

<b>Vocabulary</b>	<p><b>Absorb impact:</b> To lessen the force of something hitting or landing on their body during physical activities.</p> <p><b>Balance:</b> To keep their body steady and not fall over while moving or standing.</p> <p><b>Balls of feet:</b> The front part of their feet, important for balance and jumping during activities like running or jumping jacks.</p> <p><b>Beat:</b> The rhythm or pace in activities like dancing or exercises to music.</p> <p><b>Control:</b> To manage and coordinate their body movements effectively during physical activities or sports.</p> <p><b>Demonstrate:</b> To show how to perform exercises, movements, or sports skills correctly.</p> <p><b>Individually:</b> Doing activities or exercises on their own, without a partner or group.</p> <p><b>Maintain:</b> To keep up or continue physical activity without stopping.</p> <p><b>Muscles:</b> The parts of their body that help they move and do physical activities.</p> <p><b>Opposite:</b> Doing movements that involve using different parts of their body, like swinging opposite arms and legs.</p> <p><b>Partner:</b> Someone they work with or play games with in PE classes or sports.</p> <p><b>Perform:</b> To do exercises, skills, or sports activities in PE class or during sports events.</p> <p><b>Range:</b> How far they can stretch or reach in exercises or movements.</p> <p><b>Respond:</b> To react or move quickly in response to signals or commands during physical activities.</p> <p><b>Shape:</b> The form or position their body takes during exercises, stretches, or sports movements.</p> <p><b>Variety:</b> Different types of exercises, activities, or sports skills practiced in PE class or sports.</p> <p><b>Silk moves:</b> Smooth and controlled movements, similar to the smoothness of silk fabric, often used in dance or gymnastics.</p> <p><b>Simple:</b> Easy-to-understand exercises or activities practiced in PE class or sports.</p> <p><b>Sequence:</b> The order or steps they follow in doing exercises or sports skills.</p> <p><b>Watch:</b> To observe and pay attention to demonstrations, instructions, or other students' performances in PE class or during sports activities.</p>
<b>Enrichment &amp; wider development</b>	



**Year 1 - Spring 2: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to explore and describe.

**Curriculum Links:**

- Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Creative Cog</li> <li>• Coordination: Ball skills</li> <li>• Dynamic Balance: Counter Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Movement means to move parts of the body</li> <li>• Explore means to look at different ways</li> <li>• To explore and describe different movements means that they think about ways that they can connect movements.</li> <li>• To connect movements smoothly and with control means that each movement flows into the next.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To maintain control of the ball means that it is always near their body to control.</li> <li>• To move a ball in different directions means that they use their fingertips at different times to move it.</li> <li>• To move the ball smoothly and fluently means that it doesn't stop and stays a similar speed</li> </ul> <p><u>Dynamic Balance: Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To maintain balance throughout means that their body has minimal wobble</li> <li>• To move smoothly and with control they need to keep their back straight and head up.</li> <li>• To coordinate movements with a partner they will need to communicate.</li> <li>• Coordinate means to make sure that the movements happen at the correct time.</li> <li>• The forearm is the part of the body between the elbow and the wrist.</li> <li>• To hold a partner's arm means to hold their forearm with straight arms when leaning back</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To follow instructions.</li> <li>• To use positive words or gestures to keep others going.</li> <li>• To start with simple movements and begin to add more difficult ones.</li> <li>• To think about what their body is doing when they describe movements.</li> <li>• To link movements smoothly and with control</li> <li>• To connect movements smoothly and with control.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To move the ball with their fingertips in different directions when sitting down and rolling a ball around the floor and their body.</li> <li>• To maintain a good balance throughout when rolling a ball around their body sitting or standing.</li> <li>• To perform movements smoothly and then gradually increase their speed</li> </ul> <p><u>Dynamic Balance: Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To keep their tummy tight and the body straight throughout a balance when leaning in and apart when sitting.</li> <li>• To move smoothly and with control when balancing with a partner and moving forwards, backwards and side to side.</li> <li>• To hold onto a partner's forearms and communicate with them</li> </ul>
<b>Vocabulary</b>	<p><b>Around:</b> Moving in a circular or surrounding motion.  <b>Describe:</b> To tell or explain what something looks like or how it works.  <b>Observe:</b> To watch and pay attention to something carefully.  <b>Side to side:</b> Moving from one side to the other.  <b>Touching:</b> Making physical contact with something or someone.  <b>Upper body:</b> The part of their body above their waist, including their arms, chest, and shoulders.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 1 - Spring 2: Netball

### Milestone LO

- To throw and catch a ball
- To bounce a ball
- To move with a ball
- To defend by blocking a target.

### **Curriculum links:**

- 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
- Participate in team games, developing simple tactics for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Netball game</u></p> <ul style="list-style-type: none"> <li>• Netball is fast-paced and requires fitness, speed and accuracy.</li> <li>• Most junior games have 5 players per team, but senior teams have 7 players.</li> <li>• Points are scored by shooting the ball into the opposite team's net.</li> <li>• Players must not travel with the ball and must stay in particular areas of the court, therefore teamwork is important.</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• Control the ball means that they look after the ball and keep it close so that they have control of it.</li> <li>• To watch the ball means that they keep their eyes on the ball all the way into the hands.</li> <li>• To bounce the ball means that they push the ball gently towards the floor.</li> <li>• To catch the ball after a bounce means that they keep their eyes on the ball and have their hands ready to catch it as it bounces up.</li> <li>• To be ready to catch a ball means that their fingers are spread wide open to grip the ball and their hands are out in front of the body.</li> <li>• A bounce pass is used to pass a short distance.</li> <li>• A bounce pass is thrown to the floor so that it bounces to the intended receiver.</li> <li>• To move into position means that they get in line with the ball to stop it.</li> <li>• Aiming means throwing the ball in the correct direction towards a target.</li> </ul> <p><u>Playing safely</u></p> <ul style="list-style-type: none"> <li>• To play in a safe way means that they are aware of their surroundings and pass the ball with control.</li> <li>• To move to a free space means that they look at where there are no other players.</li> <li>• To move around safely means that they have their head up and are looking forwards to see where they are going by avoiding other players.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To explore different ways to use, move and send the ball.</li> <li>• To develop skills to send an object to a target, catch, rolling and use basic ball control.</li> <li>• To move to defend a goal</li> </ul>

<b>Vocabulary</b>	<p><b>Aim:</b> To point or direct towards a target or goal.</p> <p><b>Aiming:</b> The action of trying to hit or reach a target.</p> <p><b>Ball control:</b> Using their feet, hands, or other body parts to move and manage a ball.</p> <p><b>Bounce:</b> When a ball hits the ground and comes back up again.</p> <p><b>Close:</b> Near to something or someone.</p> <p><b>Control:</b> To handle or manage something with skill, like a ball or their body.</p> <p><b>Copy:</b> To do something exactly the way someone else does it.</p> <p><b>Explore:</b> To try new things or go to new places to see what they are like.</p> <p><b>Gather:</b> To bring things or people together in one place.</p> <p><b>Ready:</b> To be prepared or set to do something.</p> <p><b>Roll:</b> To move something by turning it over and over.</p> <p><b>Score:</b> To earn a point or points by getting a goal or touching a target.</p> <p><b>Send:</b> To make something go somewhere, like passing a ball to a teammate.</p> <p><b>Shoot:</b> To kick, throw, or hit something towards a goal or target.</p> <p><b>Skills:</b> Things they learn to do well, like kicking a ball or catching.</p> <p><b>Watch:</b> To look at something carefully to see what happens or how it's done.</p>
<b>Enrichment &amp; wider development</b>	





**Year 1 - Summer 1: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning to control movement

**Curriculum Links:**

- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Physical Cog</li> <li>• Coordination: Sending and Receiving</li> <li>• Agility: Reaction/ Response</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Movement means to move parts of the body.</li> <li>• Receiving means when they get.</li> <li>• To perform a single skill or movement with some control means that they need to look at good body control and movements.</li> <li>• To lean means to bend.</li> <li>• Dominate means the preferred hand or leg to perform a task</li> <li>• Strike means to hit.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To send with good accuracy and weight they need to use a backswing and follow through when sending</li> <li>• To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed</li> <li>• Accuracy means going in the correct place.</li> <li>• A backswing is the movement of a bat, racket or arm in a smooth backward movement.</li> <li>• To get in a good 'ready position' means that they are ready to receive the ball and the weight is on the balls of their feet with a wide base.</li> <li>• To collect a ball safely they need to keep their eyes focused on the ball.</li> <li>• Rebound means to bounce back after hitting a ball.</li> </ul> <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> <li>• To react and move quickly they need to push off hard with their feet.</li> <li>• To react means to respond to an action.</li> <li>• To catch a ball consistently means that they catch it all the time.</li> <li>• To catch a ball they need to keep their head steady and watch the ball.</li> <li>• To slow down with control after catching means that they move their feet to get the ball.</li> <li>• To move their feet to get a ball instead of stretching will mean that they have more control.</li> <li>• Shoulder height is the height from their shoulder to the floor.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To keep their head up and eyes open, to ensure they are moving safely in the space.</li> <li>• To start with simple movements and begin to add more difficult ones.</li> <li>• To use footwork to move in line with the ball when receiving.</li> <li>• To keep their eyes focused on a ball to keep good control.</li> <li>• To lean forward to help move quickly.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To send with accuracy and weight when rolling a ball against a surface or with a partner.</li> <li>• To keep their eyes focused on the ball throughout when rolling a ball against a surface or with a partner.</li> <li>• To use a backswing and follow through when sending when rolling a ball against a surface or with a partner.</li> <li>• To get in a 'ready position' to receive a ball when rolling a ball against a surface or with a partner.</li> </ul> <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> <li>• To catch a ball dropped from a height.</li> <li>• To react and move quickly.</li> <li>• To catch a ball consistently.</li> <li>• To slow down with control after catching</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Backswing:</b> The backward movement of their arms or racket before hitting a ball or object in sports.  <b>Dropped:</b> When something falls down to the ground from their hand or from a higher place.  <b>Follow through:</b> The movement they make after hitting or throwing something in sports, like finishing their swing or throw.</p>	





	<p><b>Range:</b> The distance or area covered by a shot, kick, or throw in sports.</p> <p><b>Ready position:</b> The stance or position they take to be prepared for action, like getting ready to hit a ball or start a race.</p> <p><b>Single:</b> Something that is alone or just one, like playing a game with only one player on each side.</p> <p><b>Steady:</b> To hold something still and not move it, like keeping their balance or holding a pose.</p>
Enrichment & wider development	



**Year 1 - Summer 1: Athletics**

**Milestone LO**

- To throw underarm towards a target.
- To jump and land safely.
- To run using the correct technique

**Curriculum links**

- 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

<b>Pillars</b>	<b>Declarative Knowledge (Substantive Knowledge)</b>	<b>Procedural Knowledge (Disciplinary Knowledge)</b>
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Athletics is a collection of sports that includes running, jumping and throwing.</li> <li>• Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races.</li> <li>• Field events involve either jumping or throwing.</li> </ul> <p><u>Running</u></p> <ul style="list-style-type: none"> <li>• Running means to travel on foot at a fast pace.</li> <li>• When running, they need to remember to keep head up and watch where they are going.</li> <li>• The correct running technique is to have their head up, good posture, move the arms in a 'hip to lip' motion, and pick the knees up and on the balls of the feet.</li> </ul> <p><u>Throwing</u></p> <ul style="list-style-type: none"> <li>• When throwing, they must check that the area behind and in front of them is clear and that it is safe to throw.</li> <li>• An underarm throw means throwing a ball, in which they do not raise their arm above their shoulder.</li> <li>• An underarm throw is used over short distances.</li> <li>• To be successful in an underarm throw means that they face their target; step with the opposite foot to the throwing arm; swing using a straight arm behind the body and swing forward and throw by releasing the ball.</li> <li>• To point in an underarm throw means that the throwing arm follows through in a straight line.</li> <li>• A pull throw means that the arm is pulled through with the elbow leading with the palm and throwing implement.</li> <li>• To have the correct pull throw technique means that they keep the opposite foot to the throwing arm forward; hold the object high behind and above the head with the palm facing up; lean back slightly and pull the arm through, with the elbow first and the hand follows through as the body moves forwards on release.</li> </ul> <p><u>Jumping</u></p> <ul style="list-style-type: none"> <li>• To jump high means they need to bend their knees slightly, use arms to gain momentum and drive up through the legs.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To show good team work and sportsmanship when taking part in competitive throwing.</li> <li>• To develop the overarm throw technique by throwing accurately towards a target.</li> <li>• To develop the underarm throw technique by throwing accurately towards a target.</li> <li>• To show a basic level of control, coordination and consistency when running.</li> <li>• To explore and practice a variety of movements including running, jumping and throwing techniques.</li> <li>• To experiment with different jumping techniques showing control, coordination and consistency throughout</li> </ul>

	<ul style="list-style-type: none"> <li>• Momentum means the power when moving.</li> <li>• To use the arms to drive upwards when they jump means that they gain momentum.</li> <li>• A long jump means to attempt to leap as far as possible from a take-off point.</li> <li>• The correct technique for a successful long jump is to keep their head and back straight, bend the knees of take-off and swing their arms then push throw the floor and drive up and land on both feet.</li> <li>• To land safely means to cushion the landing with bent knees, use arms to balance and land on the balls of the feet.</li> </ul>	
<b>Vocabulary</b>	<p><b>Aim:</b> To point or direct towards a target or goal.</p> <p><b>Balance:</b> To keep their body steady and not fall over while moving or standing.</p> <p><b>Coordination:</b> Using different parts of their body together smoothly and effectively.</p> <p><b>Improve:</b> To get better at something by practicing or trying harder.</p> <p><b>Jump:</b> To push off the ground with their legs and leave the ground before landing again.</p> <p><b>Landing:</b> Coming down to the ground after jumping or being in the air.</p> <p><b>Measure:</b> To find out how much or how many there are of something, like using a ruler or a scale.</p> <p><b>Movement:</b> The way their body moves when they do an activity or exercise.</p> <p><b>Target:</b> Something they aim for or try to hit in a game or activity.</p> <p><b>Teamwork:</b> Working together with others to achieve a common goal.</p> <p><b>Throw:</b> To send something through the air with force, like a ball or a frisbee.</p>	
<b>Enrichment &amp; wider development</b>		



**Year 1 - Summer 2: Real PE**

**Milestone LO**

- **Real PE LO:** I am learning about exercise and the body

**Curriculum Links:**

- Develop balance, agility and coordination, and begin to apply these in a range of activities, individually and with others
- . Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

<b>Pillars</b>	<b>Declarative Knowledge (Substantive Knowledge)</b>	<b>Procedural Knowledge (Disciplinary Knowledge)</b>
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Health and Fitness Cog</li> <li>• Static Balance: Floor Work</li> <li>• Agility: Ball Chasing</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Exercise is important for good health</li> <li>• Exercise strengthens our heart, lungs, bones and muscles.</li> <li>• Exercise helps them to develop stronger bones and muscles.</li> <li>• Exercise can have a positive effect on our mood and how we feel</li> <li>• During and after exercise there are changes to our body that involve our heart, lungs (breathing), body temperature (sweating) and muscle (tiredness).</li> <li>• When we exercise our heart rate and breathing will get faster, our body will start to sweat and our muscles will get tired</li> <li>• Physical activity can boost our self-esteem, sleep quality and energy.</li> <li>• Self- esteem is how we value and see ourselves</li> <li>• Exercise can prevent stress, depression and other common diseases.</li> <li>• Stress is a feeling they get when they feel under pressure</li> <li>• Depression is when they are in a sad mood for weeks, months or longer.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To balance with control when changing position or balance they need to keep their tummy tight and back straight.</li> <li>• A mini- front support position is when their knees are in line with their hips with their feet on the floor and their arms are shoulder width apart with their hands flat on the floor.</li> <li>• To balance and hold a specific position they need to think about the position of their hands, knees, back straight and tummy tight.</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To start and stop quickly means that they do it straight away.</li> <li>• To start and stop quickly they need to have a good ready position and push off hard.</li> <li>• To collect a ball in the correct position they need to think about the timing.</li> <li>• To collect a ball with balance and control they need to keep their head steady and watch the ball.</li> <li>• To roll a ball at different speeds means how fast or slow the ball goes.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To exercise to strengthen our heart, lungs, bones and muscles.</li> <li>• To take part in physical activity / exercise to improve their mood, energy levels.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To keep their hands in line with their shoulders to maintain a balance.</li> <li>• Keep their knees in line with their hips to balance and hold a position.</li> <li>• To keep their back straight and tummy tight when changing balance or position.</li> <li>• To be able to hold a mini-back support position and place and take off objects from their back.</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To take up a good ready position and push off hard to start and stop quickly when chasing and collecting a ball.</li> <li>• To roll the ball at different speeds</li> <li>• <i>To collect a ball with balance and control.</i></li> </ul>

<b>Vocabulary</b>	<p><b>Balanced:</b> Being steady and not falling over, like standing on one foot without wobbling.</p> <p><b>Changes:</b> Things that become different or happen in a new way.</p> <p><b>Health:</b> Being strong and feeling good in their body and mind.</p> <p><b>Hips:</b> The part of their body between their waist and their thighs that helps they move their legs.</p> <p><b>In line:</b> When things are straight and arranged next to each other in a row.</p> <p><b>Quickly:</b> Doing something fast or in a short amount of time.</p> <p><b>Shoulders:</b> The widest part of their body between their neck and their arms.</p>
<b>Enrichment &amp; wider development</b>	



## Year 1 - Summer 2: Kurling

### Milestone LO

- To be able to move the kurling stone.
- To be able to control the pace of the stone to stop at different distances.
- To be able to understand tactical play

### **Curriculum links:**

- Develop balance, agility and coordination, and begin to apply these in a range of activities, individually and with others
- . Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>New Age Kurling</u></p> <ul style="list-style-type: none"> <li>• New Age Kurling is an inclusive sport in which individuals or teams compete in a game that involves sliding weighted stones towards a particular target.</li> <li>• New age kurling is similar to bowls, but is traditionally played inside and uses a static target rather than a moving ball. Players are permitted to move the stones with their hands, feet, or using a ramp.</li> <li>• Each team has a set of stones and takes it in turn to slide a stone towards a target.</li> <li>• The team which has their stone closest to the centre of the target receives one point. Additional points are given for each stone closer that their opponents stone.</li> </ul> <p><u>Equipment</u></p> <ul style="list-style-type: none"> <li>• A stone is used to play the game and is pushed and slid across a surface towards a target.</li> <li>• The target has concentric circles in red, white and blue - the scoring zone. The outer white sections of the target are not included in the scoring zone.</li> <li>• The court is the playing area and is usually a smooth, flat surface. Each ball must be inside the court to count towards the game, if not or any rules are violated then that ball is placed in the 'dead ball container'</li> </ul> <p><u>Moving the stone</u></p> <ul style="list-style-type: none"> <li>• Push Control means to hold the pusher in the correct way will allow they more control when pushing the stone along the ground.</li> <li>• Considering weight means to think about how much power is put into the push.</li> <li>• Positioning means to put in a particular place or arrange in a particular way.</li> <li>• To consider the tactics means to think about how they block the other team from the target or knock their stone out of the way.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To move a stone to reach the intended position.</li> <li>• To know how to play tactically to gain the most points.</li> <li>• To know how to communicate as a team.</li> </ul>
<b>Vocabulary</b>	<p><b>Momentum:</b> The force that keeps something moving, like a bike rolling downhill.</p> <p><b>Position:</b> The way their body is placed or arranged, like standing or sitting.</p> <p><b>Push:</b> To use force with their hands or body to move something away from they.</p> <p><b>Stone:</b> A small, hard piece of granite that can be slide across a surface.</p>	



	<b>Target:</b> Something they aim for or try to hit, like a goal in a game or shooting at a basket. <b>Weight:</b> How heavy something is, like a ball
<b>Enrichment &amp; wider development</b>	

