

Year 1 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Reception - movement				Next learning: Y2 - Use a pivot movement; Identify which activities they need to improve; different types of jumps with control; control and accuracy when rolling a ball;			
1.1 Running & Jumping	6	<ul style="list-style-type: none"> - Move at different speeds. - Move along different pathways. - Jump for height. - Jump for distance. - Jump in different ways. - Perform a jumping sequence. 	<ul style="list-style-type: none"> - Run at different speeds, recognising the difference between walking, jogging and sprinting; - Move along a wide range of different pathways; - Jump as high and as far as possible using correct technique; - Use different ways of jumping; - Land safely with control; - Create a sequence of jumps and show it to a partner. 	- Different physical targets	Continuous throughout. Practical	To master 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.	Science – speed Maths – height/distance
Previous learning: Reception – people who help				Next learning: Y2 – Stop a rolling ball; Bounce a ball whilst moving; opposition overarm throw; Pitch a quoit; Jump to catch a ball; Say how their bodies feel different after exercising; Walk along a line; Keep their balance when pushed; Dodge.			
1.2 Throwing & Catching	6	<ul style="list-style-type: none"> - Track and receive a ball. - Change direction. Bounce a ball with control. - Move at different speeds. Throw and catch. - Throw and catch a ball with a partner. - Throw overarm. - Throw a quoit. 	<ul style="list-style-type: none"> - Roll a ball along a line or to a target, track it and pick it up as it slows down; - Use a simple overarm throw; - Use an underarm sling; - Catch a ball thrown by a partner, with two hands; - Throw a ball into a hoop; - Say how we could warm our bodies up before exercising; - Run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection. 	- Different physical targets	Continuous throughout. Practical	To master basic movements including running, jumping, throwing and catching.	Maths – direction Science - speed
Previous learning: N/A				Next learning: Y3 - Perform movements that show good understanding and control of the key skills; Describe what they have done or changed in order to improve their performance; Link a series of movements together to create a longer sequence; Practise and refine their own movements and advise others around them.			

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<p>1.3 Gymnastics – Traditional Tales</p>	<p>6</p>	<ul style="list-style-type: none"> - Recognise and perform contrasting movements and balances. – Travel in different ways, changing speed and direction. – Control my body when jumping and rolling in different ways. – Link movements to create a sequence. – Cooperate effectively with a partner. – Create and perform a sequence with a clear beginning, middle and ending. 	<ul style="list-style-type: none"> - Adapt star, straight and tuck shapes to create balances showing some control; - Choose and perform two contrasting balances showing some control; - Travel and balance in different ways, showing changes in speed and direction; - Create a sequence using a range of controlled balances and different ways of travelling; - Maintain a clear body shape when performing a log and egg roll; - Perform a controlled straight jump on the floor, landing safely; - Create their own sequence using a variety of rolls and balances; - Watch and describe a partner’s sequence using prompt questions; - Perform a front support wheelbarrow and support their partner in this position; - Identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork; - Create an interesting sequence using a range of skills that they have practised; - Talk about their learning by identifying which skills they need to practise further. 	<p>- Different physical targets</p>	<p>Continuous throughout. Practical</p>	<p>To develop balance, agility and co-ordination.</p>	<p>Science – speed Maths – direction</p>
<p>Previous learning:</p>				<p>Next learning: Y1 – See unit 1.6 Attacking & Defending</p>			
<p>1.4 Games – Bat & Ball</p>	<p>6</p>	<ul style="list-style-type: none"> - Hold a racket correctly and use it to control a beanbag in a variety of ways. - Use a racket to hit a ball or beanbag with control. - Apply my racket skills to play a target game. - Use a cricket bat to control a ball along the ground. - Use a cricket bat to hit a ball with control. - Apply my bat and ball skills to play a small-sided game. 	<ul style="list-style-type: none"> - Hold a racket correctly; - Balance a beanbag on their racket while walking and throw and catch it a short distance into the air; - Hit a beanbag forwards into a target with some control; - Use a racket to hit a ball into the air, gradually improving control; - Watch a partner and give feedback using prompt questions; - Cooperate with a partner and follow rules to play a target game; - Hold a cricket bat correctly and use it to control a ball along a line and around cones; - Use a cricket bat to hit a ball towards a target with some accuracy; - Use a cricket bat to hit a ball that has been rolled to them; 	<p>- Different physical targets</p>	<p>Continuous throughout. Practical</p>	<p>To develop balance and co-ordination. To master basic movements and apply these in a range of activities.</p>	<p>PSHCE - Teamwork</p>

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			<ul style="list-style-type: none"> - Take on different roles within a game and understand their purpose; - Use a cricket bat to hit a ball that has been rolled to them, showing control of its path; - Roll a ball accurately. 				
Previous learning: N/A			Next learning: Y2 – enter and exit water safely; stretched floating using aids; push and glide; water safety code; swim on back/front for distance of 5m.				
1.5 Swimming	6	<ul style="list-style-type: none"> - Purple: 5m aided Swim aided for 5m using recognised arm & leg actions; competently, confidently & consistently. - Purple stroke development: Move 5m Forwards, backwards & sideways. - Purple stroke development: Kick 5m on the Front (with buoyancy aids). - Purple stroke development: Kick 5m on the back (with buoyancy aids). - Purple water safety: Enter the water safely and blow bubbles using the mouth & nose 3 times. - Purple water safety: Float on front or back for 5 seconds, moving into a standing position (use of aids permitted). - Purple water safety: Take part in teacher led water confidence games. - Purple water safety: Answer correctly 3 questions on pool rules. - Purple water safety: Exit the water safely. 	<ul style="list-style-type: none"> - Enter and exit water safely. - Move in the water in different directions for a distance of 5m. - Blow bubbles in water with mouth and nose submerged. 	- Different physical targets	Continuous throughout. Practical	To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. To perform safe self-rescue in different water-based situations.	Maths – direction PSHCE – water safety
Previous learning: N/A			Next learning: Y2 - Hold a racket correctly; Hit a ball to a target; Throw a ball underarm; - Combine their skills to play a competitive game; Hold a cricket bat correctly and use it to control and hit a ball to a target; roll a ball accurately to a partner; Use the correct overarm technique to throw a ball forwards; identify an area for improvement; Cooperate with others to play a team game, taking on different roles within the game.				
1.6 Games – Attacking & Defending	6	<ul style="list-style-type: none"> – Think about using space in a team game. – Mark another player. – Defend the space between players. – Pass a ball to another player. – Get past a defender. – Use attacking and defending skills in a team game. 	<ul style="list-style-type: none"> - Begin to use space well to pass and receive a ball. - Mark a player by staying close to them. - Attempt to intercept a ball between other players. - Use eye contact to indicate their intentions to their teammates. - Evade defenders by quickly changing direction. 	- Different physical targets	Continuous throughout. Practical	To participate in team games, developing simple tactics for attacking and defending.	PSHCE - Teamwork