

(Physical Education) Scheme of Work

Year 1 – Autumn 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. Personal Cog. 1. Real PE Personal The Birthday Bike Surprise 2. Real PE Personal The Birthday Bike Surprise 3. Real PE Personal The Birthday Bike Surprise 4. Real PE Personal Pirate pranks 5. Real PE Personal Pirate pranks 6. Real PE Personal Pirate pranks <ul style="list-style-type: none"> • Gymnastics lessons following WSWSSP Scheme of Work, to include lessons on learning the 11 gym shapes, performing a sequence individually and with a partner. Lessons 1, 2 and 3. • Learn how to skip with a rope. Develop competence and learn different types of skipping. Skip with long rope, learn skipping songs and skip with a partner. 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ☑ To master basic movements including running, jumping, throwing and catching. ☑ To develop balance, agility and coordination ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ☑ To participate in team games, developing simple tactics for attacking and defending ☑ To perform dances using simple movement patterns ☑ Master 11 gym shapes. ☑ Perform correct shape on demand. ☑ Learn a sequence and link movements . ☑ perform smooth transitions from one move to next. ☑ Perform a sequence in correct order. 	<p align="center">Key Vocabulary and Questions</p> <p>Sequence, straight, star, tuck, pike, straddle, dish, arch, back support, front support, sequence, flow, smooth, cooperation, mirroring, pulse, joining, ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Using fundamental skills tool to asses where each child is on the scale. Use these to develop personal challenges, ‘my personal best’. • Use individual progressive challenges to target individual progress in Real PE. Take photographs of children in gym, show on IPAD so that they can improve their shape and form. • Record for WW books. <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • WSWSSP SOW. • Gym shape cards in hall. • REAL PE ‘Jasmine’. Using computer, each Year group has a hard copy as a resource.

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| | <ul style="list-style-type: none">☐ Lift and carry equipment safely.☐ Demonstrate rolling accurately.☐ Work collaboratively with a partner.☐ Understand the importance of warming up☐ Kick a ball with some accuracy.☐ Throw, catch and bounce with developing accuracy to self and partner.☐ Create games which include developing skills.☐ Hold a bat correctly, use to move a ball. | |
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(Physical Education) Scheme of Work

Year 1 – Autumn 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. <u>Social Cog.</u> <ol style="list-style-type: none"> 1. Real PE Social Journey to the Blue Planet 2. Real PE Social Journey to the Blue Planet 3. Real PE Social Journey to the Blue Planet 4. Real PE Monkey Business 5. Real PE Monkey Business 6. Real PE Monkey Business • Gymnastics lessons following WSWSSP Scheme of Work, to include lessons on learning the 11 gym shapes, performing a sequence individually and with a partner. Lessons 3, 4 and 5. • Teacher and children will develop a ‘Firework Dance’, inspired by bonfire night. Classes will select own music and work to develop movements that use repetition in movements, partner and group work, and using music to remember the sequence. • Develop skills involved in rolling. Play aiming games, practise skills using a range of equipment. Develop team and partner games that using scoring systems and develop and encourage competitive self-improvement and team building skills. 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ☑ To master basic movements including running, jumping, throwing and catching. ☑ To develop balance, agility and coordination ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ☑ To participate in team games, developing simple tactics for attacking and defending ☑ To perform dances using simple movement patterns ☑ Master 11 gym shapes. ☑ Perform correct shape on demand. ☑ Learn a sequence and link movements . ☑ perform smooth transitions from one move to next. ☑ Perform a sequence in correct order. 	<p>Sequence, straight, star, tuck, pike, straddle, dish, arch, back support, front support, sequence, flow, smooth, cooperation, mirroring, pulse, joining, ball bounce, roll, side gallop, skip, kick.</p>
		Assessment Opportunities
		<ul style="list-style-type: none"> • Children to set own individual challenges. ‘My personal best.’ • Children to consider what they need to improve and how they can do that, through practising.
		Resources
		<ul style="list-style-type: none"> • WSWSSP SOW. • Gym shape cards in hall. • REAL PE ‘Jasmine’. Using computer, each Year group has a hard copy as a resource. • Music CD in hall

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| | <ul style="list-style-type: none">☐ Lift and carry equipment safely.☐ Demonstrate rolling accurately.☐ Work collaboratively with a partner.☐ Understand the importance of warming up☐ Kick a ball with some accuracy.☐ Throw, catch and bounce with developing accuracy to self and partner.☐ Create games which include developing skills.☐ Hold a bat correctly, use to move a ball. | |
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(Physical Education) Scheme of Work

Year 1 – Spring 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. <u>Cognitive Cog.</u> <ol style="list-style-type: none"> 1. Real PE cognitive Tilly the Train’s big day. 2. Real PE cognitive Tilly the Train’s big day. 3. Real PE cognitive Tilly the Train’s big day. 4. Real PE cognitive Thembi walks the tightrope. 5. Real PE cognitive Thembi walks the tightrope. 6. Real PE cognitive Thembi walks the tightrope. • Games lessons following WSWSSP Scheme of Work, to include lessons on developing skills in rolling, point scoring, competitive games, team building and aiming. • Teacher and children will develop a ‘Three Little Pigs’ dance, inspired by literacy work on the story. Classes will use music to develop movements that tell the story in sequence. Working individually, with a partner and in a group. Using music to inspire speed and rhythm of movement. • Children will develop and learn skills to control a ball. Passing it in an efficient way to a partner, around obstacles, and kicking it at a target, learning techniques that make them successful. • Lessons will involve games where children are encouraged to throw and catch a range of equipment and throwing and catching equipment. Developing skills that will enable them to become confident and efficient. Children will be encouraged 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ☑ To master basic movements including running, jumping, throwing and catching. ☑ To develop balance, agility and coordination ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ☑ To participate in team games, developing simple tactics for attacking and defending ☑ To perform dances using simple movement patterns ☑ Demonstrate rolling accurately. ☑ Work collaboratively with a partner. ☑ Understand the importance of warming up ☑ Kick a ball with some accuracy. ☑ Throw, catch and bounce with developing accuracy to self and partner. 	<p>Roll, opposite, swing, aim, target, dribble, kick, ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Use performance of dance to assess children who need support or who are exceeding physically. • Use individual challenges on Real PE to support and extend individual ability. <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • 3 little pigs music saved to staff shared. • PE resources in hall.

to evaluate their ability and to consider how they can improve. They will be given time to practise and develop their skills away from structured lessons, using equipment at playtimes and outside lessons.

- ☐ Create games which include developing skills.
- ☐ Hold a bat correctly, use to move a ball.
- ☐ Move in different ways to a given beat.
- ☐ Develop movement skills using a stimulus.
- ☐ Perform and discover different movements, different heights, parts of the body.
- ☐ Discuss and notice changes to body when moving.

(Physical Education) Scheme of Work

Year 1 – Spring 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. Creative Cog. • Real PE Creative Clowning Around • Real PE Creative Clowning Around • Real PE Creative Clowning Around • Real PE Wendy's Water Ski Challenge • Real PE Wendy's Water Ski Challenge • Real PE Wendy's Water Ski Challenge • Tennis activities using tennis DVD. Lesson 1, 2 and 3 from age 4-7 DVD. Developing skills which are needed for The forehand and Volley. There is a big emphasis on fitness and agility at the start of each lesson too. • Teachers and children will work together to develop a dance to be performed at the Year 1 concert. This will be inspired by work produced during creative week and teachers and children will work together to select music and a theme. • Lessons will involve games where children are encouraged to throw and catch a range of equipment and throwing and catching equipment. Developing skills that will enable them to become confident and efficient. Children will be encouraged to evaluate their ability and to consider how they can improve. They will be given time to practise and develop their skills away 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 	<p>Racket, volley, forehand, space, grip, ball bounce, roll, side gallop, skip, kick.</p>
	<ul style="list-style-type: none"> ☑ To master basic movements including running, jumping, throwing and catching. 	<p align="center">Assessment Opportunities</p>
	<ul style="list-style-type: none"> ☑ To develop balance, agility and coordination 	<ul style="list-style-type: none"> • Assess which children would benefit from going to after school tennis club. Make parents aware of this. • Use individual progressive challenges to target individual progress in Real PE. Take photographs of children in gym, show on IPAD so that they can improve their shape and form. • Record for WW books.
	<ul style="list-style-type: none"> ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	
<ul style="list-style-type: none"> ☑ To participate in team games, developing simple tactics for attacking and defending 	<p align="center">Resources</p>	
<ul style="list-style-type: none"> ☑ To perform dances using simple movement patterns 	<ul style="list-style-type: none"> • Rackets and tennis equipment, including DVD kept in the hall. • Music CD's kept in the hall drawer. 	
<ul style="list-style-type: none"> ☑ Move in different ways to a given beat. 		
<ul style="list-style-type: none"> ☑ Develop movement skills using a stimulus. 		
<ul style="list-style-type: none"> ☑ Perform and discover different movements, different heights, parts of the body. 		
<ul style="list-style-type: none"> ☑ Discuss and notice changes to body when moving. 		

from structured lessons, using equipment at playtimes and outside lessons.

- Children will play games which involve hitting a ball with a bat/racket. Children will develop skills which enable them to develop control of the equipment at their own level.

☑ ☑ Demonstrate rolling accurately.

☑ Work collaboratively with a partner.

☑ Understand the importance of warming up

☑ Kick a ball with some accuracy.

☑ Throw, catch and bounce with developing accuracy to self and partner.

☑ Create games which include developing skills.

☑ Hold a bat correctly, use to move a ball.

(Physical Education) Scheme of Work

Year 1 – Summer 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. Physical Cog. • Real PE Physical John and Jasmine learn to Juggle. • Real PE Physical John and Jasmine learn to Juggle. • Real PE Physical John and Jasmine learn to Juggle. • Real PE Physical Ringo to the Rescue • Real PE Physical Ringo to the Rescue • Real PE Physical Ringo to the Rescue • Tennis activities using tennis DVD. Lesson 1, 2 and 3 from age 4-7 DVD. Developing skills which are needed for The forehand and Volley. There is a big emphasis on fitness and agility at the start of each lesson too. • Sports day practise. Children will work with teachers to develop team games that can be played while parents watch. The games will bring together all of the skills learnt throughout the year. Children will play in teams and points will be scored and amalgamated as a class. Gold, Silver and Bronze will be awarded alongside ‘outstanding performance’ awards. • During ‘National Sports Week’, teachers will plan activities into their daily timetable where children are given the opportunity to play different sports and try out new activities that they may not have tried before. Children will wear PE kit every day so 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ☑ To master basic movements including running, jumping, throwing and catching. ☑ To develop balance, agility and coordination ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ☑ To participate in team games, developing simple tactics for attacking and defending ☑ To perform dances using simple movement patterns ☑ Demonstrate rolling accurately. ☑ Work collaboratively with a partner. ☑ Understand the importance of warming up ☑ Kick a ball with some accuracy. ☑ Throw, catch and bounce with developing accuracy to self and partner. 	<p>Racket, volley, forehand, space, grip, ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Assess which children would benefit from going to after school tennis club. Make parents aware of this. • Use individual progressive challenges to target individual progress in Real PE. Take photographs of children in gym, show on IPAD so that they can improve their shape and form. • Record for WW books. <hr/> <p align="center">Resources</p> <ul style="list-style-type: none"> • Rackets and tennis equipment, including DVD kept in the hall. • Music CD’s kept in the hall drawer.

that they are ready to be active throughout the day. Year 1 children will be given a skipping rope and be encouraged to challenge themselves to learn a new skill during the week.

- ☐ Create games which include developing skills.
- ☐ Hold a bat correctly, use to move a ball.
- ☐ Demonstrate rolling accurately.
- ☐ Work collaboratively with a partner.
- ☐ Understand the importance of warming up
- ☐ Kick a ball with some accuracy.
- ☐ Throw, catch and bounce with developing accuracy to self and partner.
- ☐ Create games which include developing skills.
- ☐ Hold a bat correctly, use to move a ball.

(Physical Education) Scheme of Work

Year 1 – Summer 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<ul style="list-style-type: none"> • Warm up and cool down activities at the start and end of each session to develop flexibility and to encourage understanding of how the body changes during exercise. • Real PE activities using online tool. 1. Real PE Health and Fitness. Sammy Squirrel and his Rolling Nuts. 2. Real PE Health and Fitness. Sammy Squirrel and his Rolling Nuts. 3. Real PE Health and Fitness. Sammy Squirrel and his Rolling Nuts. 4. Real PE Health and Fitness Caspar the Very Clever Cat. 5. Real PE Health and Fitness Caspar the Very Clever Cat. 6. Real PE Health and Fitness Caspar the Very Clever Cat. 	<ul style="list-style-type: none"> ☑ To develop fundamental movement skills ☑ To become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ☑ To master basic movements including running, jumping, throwing and catching. ☑ To develop balance, agility and coordination ☑ To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<p>Ball bounce, roll, side gallop, skip, kick.</p> <hr/> <p align="center">Assessment Opportunities</p> <ul style="list-style-type: none"> • Assess which children would benefit from going to after school tennis club. Make parents aware of this.
<ul style="list-style-type: none"> • Tennis activities using tennis DVD. Lesson 4 and 5 from age 4-7 DVD. Developing skills which are needed for The forehand and Volley. There is a big emphasis on fitness and agility at the start of each lesson too. • Children will be taught ‘Tag Rugby’ games. They will develop skills such as running, dodging and passing, while being competitive against themselves and others. They will explore throwing and catching a rugby ball and play team games. • OAA develops mapping and geography skills alongside being physical and team building. Children will play a range of games that are based around our school grounds. 	<ul style="list-style-type: none"> ☑ To participate in team games, developing simple tactics for attacking and defending ☑ To perform dances using simple movement patterns ☑ Demonstrate rolling accurately. ☑ Work collaboratively with a partner. ☑ Understand the importance of warming up ☑ Kick a ball with some accuracy. ☑ Throw, catch and bounce with developing accuracy to self and partner. 	<p align="center">Resources</p> <ul style="list-style-type: none"> • Rackets and tennis equipment, including DVD kept in the hall. • Music CD’s kept in the hall drawer.

☐ Create games which include developing skills.

☐ Hold a bat correctly, use to move a ball.