

Pudsey Bolton Royd Primary School PE Long-Term Plan

Year 1

<i>Autumn 1: Gymnastics 1</i>	<i>Autumn 1: Attack Defend Shoot 1</i>	<i>Autumn 2: Dance Unit 1</i>	<i>Autumn 2: Hit Catch Run 1</i>
Enquiry Questions			
How many different travel type actions can you think of?	What can we do to make it easier for our teammates to pass the ball to us so we can score a goal?	What would you like to improve in your Jungle Book dance phrase?	If there are no fielders in your striking zone, where should you aim to hit?
Outcomes			
Practise and perform a short movement pattern with three ways of travelling and a different shape at the start and finish.	Participate in a competitive game using attacking and defending skills.	Compose and perform short dance phrases with a beginning, middle and end that show feeling.	Show collaborative work as a team to score points. Show awareness of teammates when fielding. Throw and retrieve with increasing accuracy.
Linked Texts			
N/A	N/A	The Jungle Book	N/A
Linked Experiences			
N/A	N/A		N/A
Overview			
Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise 'like' actions and link them.	Practise basic movements including running, jumping etc and begin to engage in competitive activities. Experience opportunities to improve ABCs.	Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.	Hit objects with a hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.
Knowledge and/or Skills Covered			
Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over. Teddy bear, egg and log roll. Dish and arch shapes. Straight jump, star jump, tuck jump.	Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.	Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start, middle and end. Perform with feeling.	Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score
National Curriculum Attainment Targets			
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both

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<p>Pupils should be taught to: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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.</p>	<p>Pupils should be taught to perform dances using simple movement patterns.</p>	<p>against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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</p>
Important Vocabulary			
<p>Sequence, shape, balance, body tension, tense, stretched, curled, carry, control, extension, fast, hang, high, jump, link, low, safety, rock, roll, speed, spin, strength, timing, travel, turn.</p>	<p>Attack, defend, cooperate, fluency, heart rate, outwit, physical activity, pitch, catch, compete, over arm, receive, rolling, send, throw, under arm.</p>	<p>Compose, canon, stretch, swing, mood, feeling, theme, story, static, start, middle, end, choose, select, emotions, rhyme, character, round, respond, phrase, mirroring.</p>	<p>Batter, bowler, catch, collect, field, hit, hitter, retrieve, roll, stop, throw, strike.</p>

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<i>Spring 1: Send and Return Unit 1</i>	<i>Spring 1: Gymnastics Unit 2</i>	<i>Spring 2: Dance Unit 2</i>	<i>Spring 2: RunJump Throw Unit 1</i>
Enquiry Questions			
Where do you need to be to return a ball?	How is canon different from unison?	Can you describe what is meant by a 'round' when singing or performing?	How could you have improved your run, throw or jump?
Outcomes			
Hit a ball over a bench to a partner and try to send the ball into a space to make it difficult for my partner to return.	Create a short sequence with a partner, in unison or canon, which must include elements of spin, turn or rock.	Identify actions for characters in the nursery rhyme and perform the actions in rounds.	Take part in a competition using running, jumping and throwing skills.
Linked Texts			
N/A	N/A	Nursery rhymes	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.	Perform a variety of basic gymnastic actions showing control. Introduce turn, twist, spin, rock and roll and link these. Perform longer movement phrases and link with confidence.	Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.	Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.
Knowledge and/or Skills Covered			
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Work with a partner to receive	Moving on, off or over. Rocking. Spin and turn. Unison. Canon.	Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon. Perform in simple rounds.	Taking off. Arm movement. Leading arm. Start and stop. Relay runs.
National Curriculum Attainment Targets			
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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 and participate	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to: master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to perform dances using simple movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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 and participate in team

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in team games, developing simple tactics for attacking and defending.			games, developing simple tactics for attacking and defending.
Important Vocabulary			
court hit send collect stop net throw roll strike catch bowl feed pick up batter forehand backhand	rock roll slow speed sequence shape spin strength timing travel turn relaxation	compose canon choose select emotions rhyme character round respond	backwards distance far fast forwards furthest high hop link medium fastest

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<u>Summer 1: Attack Defend Shoot Unit 2</u>	<u>Summer 1: Hit Catch Run Unit 2</u>	<u>Summer 2: Send and Return Unit 2</u>	<u>Summer 2: Run Jump Throw Unit 2</u>
Enquiry Questions			
Where should we move to defend if attackers move to the outside?	How did you try to score maximum runs?	How did/do you score a point?	What does it mean to run a lap?
Outcomes			
Identify where to stand to defend goals in competitive games.	Work collaboratively to restrict runs and to hit into space to score runs.	Use skills learned in more challenging situations against others.	Explore and practise a variety of alternative start positions for running, and choose the quickest one.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.	Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.	Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition.	Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.
Knowledge and/or Skills Covered			
Recognising changes to the body during exercise. Move to defend goals. Bounce ball to self. Communicating in a pair. Defensive positioning.	Catching from short throws. Decide where to hit with power. Apply different body positions to intercept the path of the ball. Fielding balls to bases. Attempt to catch a ball that has been hit in the air.	Feeding the ball over the net. Use a variety of movements to track balls. Control body and limbs to move efficiently. Send objects sitting, kneeling and standing. Work as part of a team to score points.	Agile movements. Negotiating obstacles. Jumping. Bounding. Starting positions.
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Important Vocabulary			
<p>defend cooperate fluency heart rate outwit physical activity pitch</p>	<p>batter bowler catch collect field hit hitter retrieve roll stop throw strike</p>	<p>bowl hit net pick up serve stop track opposition umpire</p>	<p>run hop skip step sideways throw slow medium link power track tag partner sprint</p>