

## PE Curriculum at Key Stage 1:

<b>Activity</b>	<b>What children will learn:</b>
<p><b>Games – fundamental skills</b></p> <ul style="list-style-type: none"> <li>• Circle Games and other games</li> <li>• Finding Space</li> <li>• Balancing Bean Bags</li> <li>• Beanbag skills</li> <li>• Quoit skills</li> <li>• Ball skills</li> <li>• Ball Games</li> <li>• Racket skills</li> <li>• Feeding and fielding</li> <li>• Attacking and Defending</li> <li>• Football skills</li> </ul>	<ul style="list-style-type: none"> <li>• use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games.</li> <li>• show awareness of opponents and teammates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills.</li> </ul>
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Finding and using space</li> <li>• Travelling over mats and hoops</li> <li>• Travelling with a partner / partner work</li> <li>• Travelling over mats and benches</li> <li>• Body shapes</li> <li>• Making a sequence</li> <li>• Movement phrases on apparatus</li> <li>• Partner work on apparatus</li> <li>• Travelling in a space</li> <li>• Travelling and still shapes</li> <li>• Keep your balance!</li> <li>• Rolls</li> <li>• Sequences / sequences on apparatus</li> <li>• Partner work on apparatus</li> <li>• Exploring more apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases.</li> <li>• plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well.</li> </ul>
<p><b>Dance</b></p> <p>Variety of dances with cross curricular links, for example:</p> <ul style="list-style-type: none"> <li>• The Magic Toys</li> </ul>	<ul style="list-style-type: none"> <li>• perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when</li> </ul>



<ul style="list-style-type: none"><li>• At the Seaside</li><li>• Animals</li><li>• Weather and Seasons</li><li>• Life Cycles</li><li>• The Great Fire of London</li><li>• Ourselves – The Body</li><li>• Houses and Homes etc</li></ul>	<p>dancing; describe basic body actions and simple expressive and dynamic qualities of movement.</p> <ul style="list-style-type: none"><li>• perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work.</li></ul>
<p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• Throwing</li><li>• Running</li><li>• Jumping</li></ul>	<ul style="list-style-type: none"><li>• run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed.</li></ul>