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| **Term** | **Units** | **Knowledge and understanding** | **What I will know and remember** | **Vocabulary** |
| 1 | **Locomotion**: Walking 1  (Complete PE) | To explore walking using different body parts in different directions, at different levels and at different speeds.  To explore how we walk using our head, arms and feet, applying an effective walking technique.  To explore walking in different pathways and to explore relationships with others.  To develop walking at different levels and at different speeds.  To experience sustained walking following a route and instructions.  To apply pupils' learning about walking developing into marching.  To apply their understanding of walking, applying it into a game. | I can walk and move into space, change direction and keep away from the defenders.  I can understand why we move into space as I explore moving and walking.  I can develop life skills such as empathy and fairness as I listen, play by the rules and encourage others.  I can develop my own self belief as I move and travel with confidence. | Defender  Change of direction  Space  Speed  Walking  Marching  Tag |
| **Locomotion**:  Jumping  (Complete PE) | To explore jumping in a variety of ways.  explore jumping, in different directions, at different speeds and different levels.  To begin to jump efficiently.  explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.  To develop their jumping technique, applying it into a game.  To explore jumping for distance.  To explore jumping for height.  To explore hopping in a variety of ways; in different directions, at different speeds and different levels. | I can jump and land safely.  I can adjust my speed and change direction as I jump in order to avoid the defenders.  I can explore their curiosity as I try jumping in a variety of different ways.  I can develop life skills such as fairness and empathy as I play by the rules and encourage other pupils.  I can show courage as I apply developing confidence while exploring my jumping skills. | Jumping  Distance  Height  Space  Hopping  Speed  Landing |
| **2** | **Gymnastics**:  High, Low, Over, Under  (Complete PE) | To introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.  To apply, 'champion gymnastics' by moving in a low way and explore making low shapes.  To apply, 'champion gymnastics' while exploring how to move safely using apparatus.  To apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.  To apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.  To apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.  To select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned. | I can move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.  I can experiment moving my body in a variety of ways on the floor and on apparatus.  I can develop life skills such as empathy and gratitude as I encourage and congratulate others in their work.  I can begin to show self belief as I travel with confidence, over, under and through apparatus. | Champion Gymnastics  Shapes  High  Low  Over  Under  Apparatus  Transition |
| **Learning through play:** Playing through games  (Complete PE) | Explore different ways of playing with equipment. Use their imagination as they explore using different pieces of equipment, on their own and with a partner. Start to understand why we need to play with equipment safely.  Start to learn why we need to take turns and share when playing with a partner.  Take turns learning to play and share their ideas with different partners.  Explore different ways of using equipment and other objects to travel on. Travel safely using their equipment and will be able to travel at different speeds around a marked-out course. Start to develop and understand the life skills they require when travelling outside.  Continue to explore different ways of using equipment and other objects to travel on and around a marked-out course.  Continue to explore different ways of using equipment and other objects to travel to a destination.  Consolidate their understanding of the life skills they require when travelling outside. | I can explore different ways of playing with equipment.  I can explore different ways of playing with equipment safely, with a partner.  I can take turns and share my ideas.  I can explore different ways of using equipment and other objects to travel on.  I can explore different ways of using equipment and objects to travel on around a marked course.  I can explore different ways of using equipment and objects to travel to a destination. | Play  Equipment  Imagination  Partner  Take turns  Safely  Travel  Explore  Objects  Marked course  Destination  Outside |
| **3** | **Gymnastics**  (NUFC)  Or  **Gymnastics**: Moving  (Complete PE) | To introduce 'champion gymnastics' by moving and making shapes using different body parts.  To introduce 'champion gymnastics' by moving in different directions.  To apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.  To apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.  To apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.  To apply 'champion gymnastics,' exploring movements and shapes in different ways, transitioning between different zones. | I can move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.  I can experiment moving my body in a variety of ways on the floor and on apparatus.  I can begin to develop life skills such as empathy and gratitude as I encourage and congratulate others in their work.  I can begin to show self belief as I travel with confidence, over, under and through apparatus. | Champion gymnastics  Shapes  Big  Small  High  Low  Apparatus  Transition |
| **Ball skills**: Hands 1  (Complete PE) | To explore different ways of using our hands to move with a ball, keeping control  To explore different ways of rolling, pushing and bouncing a ball with a partner. | I can develop my ability to push, roll and bounce a ball with control.  I can move the ball into spaces, avoiding defenders.  I can develop my concentration skills by focusing on the ball as I move it.  I can use my imagination as I take part in game activities.  I can develop life skills such as gratitude and empathy as I encourage and support others.  I can apply my skills with developing success as I demonstrate courage and self belief to keep working as hard as possible. | Space Control  Defender  Bouncing  Rolling  Pushing |
| **4** | **Ball skills**: Feet 1  (Complete PE) | To explore different ways of using our feet to move with a ball.  To explore what happens when they kick a ball using different parts of their feet.  To begin to understand how we control a ball.  To develop using our feet to move with a ball.  To learn the meaning of the word control and start to understand why it is important to keep the ball close to them.  To develop dribbling using our feet to move with a ball.  To develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.  To understand where to dribble and why.  Pupils will continue to develop their technique of dribbling the ball.  To develop pupils' kicking and dribbling skills during competitions.  To learn how to collaborate and work together with their partner and in small groups. | I can dribble the ball while keeping control.  I can move the ball into spaces avoiding any defenders.  I can develop concentration skills as I focus on the ball and listen to all the instructions.  I can develop life skills such as fairness and empathy as they encourage and support each other  I can apply my skills with developing success as I demonstrate courage and self belief to keep working as hard as possible. | Attacker  Defender  Space  Opponent  Dribbling  Control |
| **Health and wellbeing**  (Complete PE) | Pupils will understand what we mean by exercise and why it is so important.  Identify changes in their heartbeat when they exercise. Pupils will begin to understand why our heart beats faster when we exercise.  Identify changes in their breathing when they exercise. Pupils will begin to understand why our breathing gets quicker when we exercise.  Pupils will begin to understand why we need to warm our bodies up before we exercise.  Pupils will begin to understand that when we exercise not only does this have a positive impact on our bodies, but exercise can also help us to feel happier and better about ourselves.  Use the understanding of exercise to complete a circuit of activities as a class. Pupils will challenge themselves to work as hard as they can when they exercise. Pupils will understand why this is important. | I can talk about exercise and why it is important.  I can talk about what happens to my heart when I exercise.  I can talk about what happens to my breathing when I exercise.  I can talk about why we need to warm our bodies up before we exercise.  I can talk about how exercise makes me feel.  I can complete a circuit of activities and challenge myself to work hard. | Exercise  Heart  Breathing  Warm up  Circuit  Challenge  Happy  Positive impact |
| **5** | **Dance**  (NUFC)  Or  **Dance**: Nursery Rhymes  (Complete PE) | To explore different movements using different parts of the body.  To create their own movement ideas relating to specific words.  To add movements together to form a sequence.  To create simple movement sequences that relate to specific words.  To add their movements together to form a sequence.  To explore larger scale travelling movements, responding to words or music.  To respond to words and music using their bodies.  To explore character movements with a partner. | I can move my body with big actions linked to the nursery rhymes.  I can develop my curiosity and imagination as I experiment moving in different ways.  I can demonstrate life skills such as empathy as I listen to ideas and watch others as they perform.  I can develop my self belief as I move and travel with confidence. | Champion dancers  Beat  Moving  Control  Rhythm  Timing  Sequence  Tempo |
| **Ball skills**: Rackets, bats, balls and balloons  (Complete PE) | To explore different ways to use their hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.  To develop their ability to keep a balloon up in the air using their hands.  To apply their understanding of why we need to push/hit the balloon with accuracy and control in order to be successful in keeping the balloon up in the air.  To understand why we need to hit the balloon into space with power, (and accuracy.)  to explore different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.  To explore different ways of using their racket/bat to balance an object, preventing it from touching the floor.  To understand how they need to hold the racket/bat in order to keep the object balanced on it.  To develop different ways of balancing an object (beanbag, balloon and a ball) using a racket/bat.  To develop their balancing skills so that they can try to balance an object on a racket/bat when pressure is applied to them e.g. during a race or a game.  To develop their understanding as to why we need to keep an object balanced on the racket/bat and what the consequences are if the object falls off their racket/bat. | I can push/hit my balloon with both hands, keeping control.  I can balance my object on my racket/bat.  I can focus on the balloon /object and use my rackets/bats safely.  I can understand why we send the balloon into space when hitting.  I can show a developing understanding of fairness and empathy as I play by the rules and encourage others.  I can apply life skills such as self belief and courage as I try new skills and work hard to improve my control. | Accuracy  Space  Control  Power  Aiming  Score  Hitting  Pushing |
| **6** | **Dance**: Dinosaurs  (Complete PE) | To explore different movements using different parts of the body.  To explore the contrasting movements linked to predators and prey.  To use their bodies to create movements taking on the role of a predator and then prey.  To begin to add emotion to their movements as they move in character.  To extend the ideas that pupils have, ensuring expression and working in pairs to create movements together.  To develop movement ideas in pairs while exploring the different relationships between dinosaurs. | I can move my body with big actions as I explore moving as different types of dinosaurs.  I can develop my curiosity and imagination as I experiment moving in different ways.  I can demonstrate life skills such as empathy as I listen to ideas and watch others as they perform.  I can develop my self belief as I move and travel with confidence | Champion dancers  Beat  Moving  Control  Rhythm  Timing  Sequence  Expression |
| **Attack v Defence**: Games for understanding  (Complete PE) | To understand why it is important to take turns when playing a game.  To understand why we need to keep the score during a game.  To understand why we need to follow the rules during a game.  To explore different ways of avoiding a defender.  To explore simple principles to prevent the attackers from scoring. | I can move into spaces avoiding other pupils.  I can adjust my speed and change direction to avoid other pupils.  I can experiment moving in different ways, moving confidently and concentrating on any instructions.  I can learn about fairness, while playing by the rules of the game and empathy when I need to encourage others.  I can explore honesty, as I learn to keep the score and self belief, understanding why it is important to try my hardest. | Attacker  Defender  Space  Rules  Tag/tagging  Sharing |