



Curriculum Map – Year 1

PHYSICAL EDUCATION

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**Year 1**

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus	How my body works.					
<b>HEAD (Knowledge &amp; Understanding)</b>	<p><b>State</b> what PRE-S-S stands for and <b>define</b> what we would expect to see in each stage.</p> <p><b>Show</b> understanding through my performance.</p> <p><b>Identify</b> what changes happen to my body when I exercise?</p> <p><b>Recognise</b> the processes that are taking place in my body that cause these changes to happen?</p>	<p><b>Remember</b> some of the components of fitness.</p>	<p>Pupils should <b>Recite</b>, <b>Recall</b> and <b>Repeat</b> the 'Bone Haka'.</p> <p>Most pupils may be able to <b>Identify</b> where some bones are e.g. point to your Pelvis, Patella, Sternum.</p>	<p>Pupils should <b>Recite</b>, <b>Recall</b> and <b>Repeat</b> the 'muscles song'.</p> <p>Most pupils may be able to <b>Identify</b> where most named muscles are e.g. point to your biceps, triceps and abdominals.</p>	<p>Pupils should <b>Recite</b> the pathway of air through the Cardiorespiratory system using simple terminology e.g. nose, mouth, windpipe, lungs, heart, blood, body.</p> <p>O<sup>2</sup> = Energy Co<sup>2</sup> = Waste Product</p>	<p><b>Remember</b> 7 components of a healthy diet.</p>
<b>HEAD (Understanding &amp; Application)</b>	Understanding Time and Space	Roles and Positions	Understanding Time and Space	Recognising Patterns	Recognising Patterns	Roles and Positions
<b>HANDS (Skill Acquisition)</b>	<p align="center">Some pupils may still be acquiring <b>BASIC</b> skills, Most should have acquired these skills.</p> <p align="center">Some pupils may have acquired <b>SIMPLE</b> skills, most pupils should be working towards these.</p> <p align="center">There should be a heavy focus on fundamental movements and basic skills.</p>					
<b>HANDS (Physical Attributes)</b>	Physically pupils should develop the following components: - Speed - Agility - Balance	Physically pupils should develop the following components: - Muscular Endurance - Cardiovascular End.	Physically pupils should develop the following components: - Speed - Agility - Balance	Physically pupils should develop the following components: - Flexibility - Balance	Physically pupils should develop the following components: - Speed - Agility - Balance	Physically pupils should develop the following components: - Reaction Time - Coordination

	- Coordination	- Muscular Strength - Power - Speed	- Coordination	- Coordination	- Coordination	- Power
	Fitness testing is not required in Year 1 however tests may be introduced as tasks in lessons to develop an understanding of how the test work e.g. speed bounce, sit ups/press ups, 40m dash, overhead heaves, standing long jump. These can be taught as fundamental movements in preparation for future testing.					
<b>HEART (Values)</b>	Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should recall the values they are been asked to show e.g. when the teacher is talking what value should we show? When working with others what value should we use? If you are out of the game, what value is needed? <b>Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination</b>					
<b>HEART (Mindset)</b>	Pupils should be encouraged to have a <b>Growth Mindset</b> and a can-do attitude. At this stage of learning pupils should give things a go without fear of failure. They should embrace challenges with excitement and enthusiasm. Teachers should encourage fun, play and engagements and build a character that says, 'I can' or 'I will try' rather than 'I cannot' or 'I won't'.					
<b>Outcome</b>	Pupils should be playing simple basketball related games e.g. crabs and surfers. These pupils should still be focused on ball mastery and will need lots of practise to developed basic techniques.	Pupils should develop fundamental movements and attempt to put their new movement patterns into races or competitions. Pupils should enjoy competing with others and should show a desire to come first.	Pupils should be playing simple football related games e.g. modified numbers, crabs and surfers. These pupils should still be focused on ball mastery and will need lots of practise to developed basic techniques.	Pupils should copy a teacher lead routine with some accuracy when holding basic balances and attempting simple rolls. They should attempt to memorise patterns and sequences (this could relate to a topic or area of interest).	Pupils should be learning how to hold and control a racket and how it moves. They should be developing their coordination skills and should spend a lot of time with a ball in their hand or manipulating a ball with an implement. They should also develop fundamental movements for tennis.	Pupils should learn how to strike different shape/size objects with an implement. They should also practise sending things towards targets using their hands and should work on stopping implements and preventing things going past them.