



# Y1 PE overview 2022-23

| PE Activity                                   | Building Skills and Disciplinary Knowledge   | Approaches to Developing Skills and Disciplinary Knowledge  | Building Substantive Knowledge and Understanding  | Approaches to Developing Substantive Knowledge and Understanding   | Curricula Materials   | Assessed through (T1 T2 T3)   |  |  |
|---|--|---|---|--|---|---|--|--|
|   |  |   |   |  |   | Developing and Mastering<br>Competing and Collaborating<br>Improvising<br>Performing and Evaluating<br>Healthy Life style Choices |  |  |
| Developing and mastering variety of movements | <ul style="list-style-type: none"> <li>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</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher-lead input</li> <li>Modelled techniques</li> <li>Observation from professional film footage</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of how to use a variety of equipment effectively</li> <li>Knowledge of how to manoeuvre body efficiently to master basic movements</li> </ul>      | <ul style="list-style-type: none"> <li>Teacher lead input</li> <li>Observing expertise in professionals</li> <li>Opportunities for trial and error</li> <li>Instruction from masters</li> </ul>  | <b>TERM1:</b><br>Invasion Games: attack and defence: <i>Football; Basketball; Hockey</i><br>Skills of evading (1-1)<br>Skills of blocking (1-1)<br><br><b>TERM2:</b><br>Net and Wall games- basic skills and techniques: <i>Tennis; Badminton</i><br>Skills of aiming and targeting throws/ bounces<br>Striking and Fielding- basic skills and techniques: <i>Cricket; Rounders</i><br>Skills of targeting and fielding<br>throwing/rolling<br><br><b>TERM3:</b><br>Athletics and Fitness: <i>Building stamina and endurance</i><br><i>Timed routines; Paced routines; Simple lap routines</i><br>Gymnastics &<br>Dance: <i>Control, rhythm and performance</i> | Most children will be able to... (working at)   | Some children will not yet be able to... (working towards) | Some children are confidently able to... (exceeding) |
| Competing and collaborating                   | <ul style="list-style-type: none"> <li>Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</li> </ul>   | <ul style="list-style-type: none"> <li>Planned activities requiring collaboration and competition</li> <li>Set expectations of sportsmanship</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how to work in a team for a specific goal/aim</li> </ul>  | <ul style="list-style-type: none"> <li>Opportunities to follow instructions set by masters in a sport</li> <li>Observation of others and discussion around evaluation of a performance</li> </ul>  |   |   |  |  |
| Improvising                                   | <ul style="list-style-type: none"> <li>Improvise with a variety of bought and natural equipment</li> <li>Improvise with body parts</li> <li>Improvise with collaborating group</li> </ul>  | <ul style="list-style-type: none"> <li>Planned opportunities for improvisation</li> <li>Observation of masters in this field</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of fair play and respect</li> <li>Knowledge of how to follow rules for a sports game</li> </ul>  | <ul style="list-style-type: none"> <li>Opportunities for performance and discussion around evaluation of a performance</li> </ul>  |   |   |  |  |
| Performance and evaluating performance        | <ul style="list-style-type: none"> <li>Compose own activity following written instruction</li> <li>Compose for an audience</li> <li>Compose for a range of equipment</li> </ul>  | <ul style="list-style-type: none"> <li>Opportunities for performance and audience planned for end of lesson or topic focus</li> </ul>   | <ul style="list-style-type: none"> <li>Knowledge of how to stay actively fit, why this is important, and understanding of healthy life choices (drugs, substance abuse on a basic level)</li> </ul> | <ul style="list-style-type: none"> <li>Discussion, debate and opportunities to listen to professionals talk through life choices</li> <li>Exposure to solid material on these topics</li> <li>Teacher-lead discussion around fitness, substance in-take</li> <li>Setting of high expectations</li> <li>Planning for insight into and exploration of variety of cultural backgrounds</li> </ul> |   |   |  |  |
| Healthy life Choices                          | <ul style="list-style-type: none"> <li>Understanding how to be physically confident in a way which supports their health and fitness in life</li> </ul>  | <ul style="list-style-type: none"> <li>Delivery of expectations and monitoring of adherence to set expectations as discussed as a team/class/school</li> </ul>  |   |  |   |   |  |  |
| SMSC  | <ul style="list-style-type: none"> <li>Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 PE curriculum</li> <li>Resolve conflicts and differing opinions should these arise</li> <li>Enjoyment and relaxation PE can offer</li> <li>Use of imagination and creativity</li> <li>Reflect on tasks</li> <li>Investigating and offering views on ethical issues in PE topics studied (dress; competition)</li> <li>Opportunities to and willingness to explore and understand PE from a variety of cultural backgrounds</li> </ul> | <ul style="list-style-type: none"> <li>Planned opportunities for cross curricular exploration</li> <li>Set expectations of conduct in activities</li> <li>Planned range of cultural and traditional activities to introduce children to variety</li> <li>Opportunities for reflection and discussion</li> </ul> |   |  |   |   |  |  |