



# Y1 PE overview 2021-22

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 Competing and Collaborating Improvising Performing and Evaluating 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> Invasion Games: attack and defence: <i>Football; Basketball; Hockey</i> Skills of evading (1-1) Skills of blocking (1-1)	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 to follow instructions set by masters in a sport</li> <li>Observation of others 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>		<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>				
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>						