

Aims The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives Statutory Objectives- <ul style="list-style-type: none"> Pupils should be taught to master basic movements inc. running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. *The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*	Year 1 Themes					
	Welcome to Year 1!	Are we There Yet?	The Land Before Time	Year 1 Saves the world	Garden of England	Walking on Sunshine
Fundamentals of movement-	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
To show contrasts such as small/tall, straight/curved and wide/narrow.	✓					
I can move and stop.	✓					
To control movements.	✓					
To use space successfully.	✓					
To improve the coordination and control the body and the equipment they use.	✓					
To travel in a variety of ways, walk, march, leap, jog, run.	✓					
To run in straight lines.	✓					
To run following a pathway.	✓					
To run and change directions.	✓					
To run as part of a tactical game.	✓					
To run against other people in competition.	✓					
To Hop from 1 leg to the other.	✓					
To hop on 1 leg only for a few repetitions.	✓					
To hop scotch.	✓					
To jump in a variety of ways.	✓					
To travel and jump.	✓					
To jump on and off apparatus.	✓					
Throwing Skills						
To throw a ball underarm at a target.		✓			✓	✓
To throw a ball underarm to a partner.		✓			✓	✓
To control movements.		✓			✓	✓

To thrown and kick to a partner/team mate as part of a game.		✓			✓	✓
To use space successfully.		✓			✓	✓
To improve the coordination and control the body and the equipment they use.		✓			✓	✓
To roll a ball or a hoop at a target.		✓			✓	✓
To roll a ball or a ahoop to a partner.		✓			✓	✓
Can throw a ball at a target.		✓			✓	✓
To move to catch or collect a bean bag, hoop or ball.		✓			✓	✓
To throw and kick a ball in different ways.		✓			✓	✓
Catching Skills						
To show contrasts such as small/tall, straight/curved and wide/narrow.				✓	✓	✓
To control movements.				✓	✓	✓
To use space successfully.				✓	✓	✓
To improve the coordination and control the body and the equipment they use.				✓	✓	✓
To thrown and kick to a partner/team mate as part of a game.				✓	✓	✓
To catch a ball when thrown by myself.				✓	✓	✓
To catch a bean bag/ball when thrown by a partner.				✓	✓	✓
To catch a bean bag/ball when thrown as part of a game.				✓	✓	✓
Multi-Skills						
To skip with a skipping rope.			✓		✓	
To roll a ball or a hoop at a target.			✓		✓	
To roll a ball or a ahoop to a partner.			✓		✓	
To move to catch or collect a bean bag, hoop or ball.			✓		✓	
To throw and kick a ball in different ways.			✓		✓	
To throw and kick to a partner/team mate as part of a game.			✓		✓	
Can kick a ball at a target.			✓		✓	
Team Games-						
To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.						✓
To play to the rules of simple games.						✓
To use the terms 'opponent' and 'team-mate' when playing games.						✓
To decide on the best position to be in during a game.						✓
I can decide where to stand to make a game difficult for the other team.						✓
I can decide where to stand to make a game difficult for the other team.						✓
To explore and use skills, actions and ideas indivisually and in combination to suit the game they are playing.						✓
To use throwing, rolling, hitting and kicking skills in games.						✓
To play in competetions in class.						✓
To play in year group competitions.						✓

Health and Well-being						
To be active throughout the lesson and willing to practise and improve.	✓	✓	✓	✓	✓	
To know that breathing becomes quicker and the heart pumps faster.	✓	✓	✓	✓	✓	
To feel a rise in body temperature.	✓	✓	✓	✓	✓	
To recognise that their bodies become tired.	✓	✓	✓	✓	✓	
To know that exercise improves your health.	✓	✓	✓	✓	✓	
To participate in a warm up and cool down.	✓	✓	✓	✓	✓	
To know that exercise can help you with other skills like sharing and cooperation.	✓	✓	✓	✓	✓	

KS1 Dance Aims The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead, healthy, active lives Statutory Objective- Pupils should be taught to perform dances using simple movement patterns. *The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*	Year Themes					
	Welcome to Year 1 (Body Dance)	Are We There Yet? (Transport Dance)	The Land Before Time (Dinosaur Stomp)	Year 1 Saves the World (Superhero Dance)	The Garden of England (Growing Dance)	Knock,Knock! Who's There? (Weather Dance)
Acquiring and developing skills (Stimulating and Exploring Movements)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
To copy simple shapes with increased control and co-ordination.	✓		✓			
To respond to a different type of stimulus.	✓	✓	✓	✓	✓	✓
To explore a range of movements	✓					
To travel about the space with increased control and coordination.	✓	✓	✓			
To count 4 beats in music.	✓	✓	✓			✓
To remember and repeat movements.	✓	✓	✓			
To understand high and low movement.		✓	✓		✓	
To explore actions in response to stimuli.		✓	✓			
To know and explore a range of movements suitable for the idea and link them together.		✓	✓			
To perform the basic actions of travelling, jumping, turning, gesture and shape.						
To vary speeds, directions and pathways.						
To explore a range of movements suitable for the idea.	✓	✓	✓	✓	✓	✓
To demonstrate the ability to look at listen to the story in order to store ideas, language, images and initial movement responses.		✓				

To explore actions in response to the stimuli (natural elements and story).		✓			✓	
To use a variety of basic actions to create a dance- turning and jumping		✓			✓	
To count 8 beats from a piece of music. (clapping)		✓	✓	✓	✓	✓
To choose and link appropriate movements- recognise different rhythms, dynamics and relations.						✓
To use a variety of basic actions to create a dance- turning, jumping, making different shapes with their bodies, stillness and gesture						✓
To move high and low.						✓
To change the speed of their dance.						✓
To use a variety of basic actions to create a dance- turning, jumping, rolling, travelling in different ways, shape stillness and gesture.						✓
To show the understanding of dance from a stimuli to choose appropriate movements.						✓
To practice a dance with a clear beginning, middle and end.						✓
To count 8 beats to a piece of music and create their own movements.						✓
To be able to practice and repeat motifs they have created.						✓
Selecting and applying skills, tactics and compositional ideas. (Creating and performing)						
To perform short dances within a planned structure.	✓	✓	✓			
To understand how dance communicates moods, ideas and feelings.	✓	✓	✓	✓		
To improvise to an idea-display an immediate response.			✓			
To select movements from those they practice to create a dance.			✓	✓	✓	✓
To choose appropriate dance actions and phrases to convey the meaning of the story.			✓			
To choose and link appropriate movements- recognise different rhythms.		✓		✓		
To improvise an idea.				✓		
To create a class motif.				✓		
To create and remember a class motif as a starting point for their own dance,				✓		
To perform their dance to an audience.					✓	✓
To move my body to portrat different moods and characters.					✓	✓
To perform their dance with control.	✓	✓	✓	✓	✓	✓
Type of Dance						
To work in unison with a partner and travel 'follow the leader'.	✓					
To improvise an idea- display an immediate response.			✓			
To show understanding of dance, communicating ideas and unfolding characters and stories.			✓			
To work cooperatively or in small groups.			✓	✓		
To work in partners and groups to create their own motif to perform to the class.					✓	✓
Evaluating and improving performance.						
To observe each other in dance and describe what they can see.	✓					

To observe each other dancing and say what they like or can be made better.			✓			
To observe each other in dance and begin to use key vocabulary.			✓	✓	✓	✓
To observe each other in partners and say what they like and can improve in their dance.				✓	✓	✓
Knowledge and understanding of fitness and health.						
To recognise how their body feels when still and exercising.	✓	✓	✓	✓	✓	✓
To recognise and describe how different dance activities make them feel.		✓	✓	✓	✓	✓
To understand the importance of warming up and colling down.		✓		✓	✓	✓

GYMNASTICS YEAR 1			
Unit 1	Unit 2	Unit 3	Unit 4
Flight-bouncing, jumping, landing	Points and Patches	Rocking and rolling	Wide Narrow Curled
Hopping, bouncing, skipping, jumping (1-same, 1-other, 1-2 , 2-2) Travel on feet in different directions	Show balances on small parts of body (points). Join together a high and low points balance	Which body parts can you rock on Rock to stand up or rock to turn over	Show a variety of wide and narrow balances
Identify and show thin and wide shapes Travel and link up	Show balances on large body parts (patches) Link 2 patch balances together	Different rolling actions-sideways curled and stretched, forwards,	Travel in long /narrow, wide/stretched
Jump 2-2 showing different shapes in air- thin shapes, wide shapes Turning jumps	Travel on patches and balance on points Travel on points and balance on patches.	Run in different directions, stop, sink, roll and stand up Link together jump, land, roll and finish in stretched position	Travel in a curled up shape Link up wide, narrow and curled travel and balances
Understand high and low levels	Notice change of speed when travelling on points/patches Link together a balance with a slow travelling movement (patches) and a fast travelling movement (points)	Link different shaped jumps with different shaped rolls Roll onto/along/off apparatus	Jumps- wide, narrow and curled Link together jump and travel showing change in shape
Link 2 jumps with a low movement	Make a simple balanced shape for partner to go over/under	Spin on different body parts and turning jump	Link together jump roll and travel showing wide/narrow/curled shape

At every stage use ideas on/over/under/in and out of simple apparatus

For detailed lesson plans, music for the warm ups and how to teach specific skills refer to Val Sabin Primary Gymnastics 4-7 Years