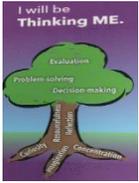
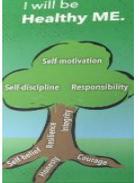
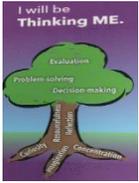
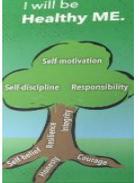
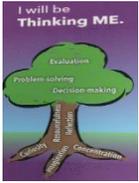
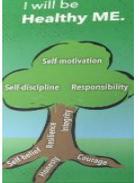




# St. Katharine's Primary School PE Progression Pathway Year 1

Focus	Curriculum Outcomes:								
<p><b>SEASIDE CURRICULUM</b> </p> <p><b>Sport and Wellbeing</b></p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p><b>Head Heart Hands</b></p> <p><b>OUR VALUES</b> GRACE INTEGRITY ASPIRATION</p> <p><b>POWERFUL LEARNING ATTRIBUTES</b></p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p>	<p><b>'My Personal Best' YST resource cards</b></p> <table border="1" data-bbox="499 475 1202 901"> <thead> <tr> <th data-bbox="499 475 734 539">Head</th> <th data-bbox="734 475 969 539">Heart</th> <th data-bbox="969 475 1202 539">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 539 734 901"> <p>Thinking me:</p> <p>Imagination</p>  </td> <td data-bbox="734 539 969 901"> <p>Social me:</p> <p>Gratitude</p>  </td> <td data-bbox="969 539 1202 901"> <p>Healthy me:</p> <p>Self-Belief</p>  </td> </tr> </tbody> </table> <p><b>NB – see new PSHE curriculum</b></p>	Head	Heart	Hands	<p>Thinking me:</p> <p>Imagination</p> 	<p>Social me:</p> <p>Gratitude</p> 	<p>Healthy me:</p> <p>Self-Belief</p> 	<p><b>Trickbox cards</b></p> <p>I Can Do It</p>  <p>Floating cloud</p>  <p>Light Blub</p> 	
Head	Heart	Hands							
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	<b>Curriculum Outcomes:</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>GAMES</b>	<ul style="list-style-type: none"> <li>• Move fluently, changing direction and speed easily and avoiding collisions</li> <li>• Follow the rules of simple games</li> <li>• Apply the fundamental movement skills</li> <li>• Use skills in different ways in simple games</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 1</b></p> <p><b>Task 1: net-type game</b></p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.</p> <p>Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once the children have learnt how to defend their hoop well, add a second hoop about a child's stride away from the first (see diagram 2).</p> <p>The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.</p> <p>Set up a 'court', with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Learn the importance of following the rules of simple games</li> <li>• Understand the concept of tracking, and get in line with the ball to receive it</li> <li>• Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</li> <li>• Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</li> <li>• Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Watch others' movements carefully</li> <li>• Describe what they have done or seen others doing</li> <li>• Copy what they see and say why it is good; use what they have seen to improve</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</li> </ul>	<p>Avoiding</p> <p>Tracking ball</p> <p>Rolling</p> <p>Striking</p> <p>Overarm throwing</p> <p>Bouncing</p> <p>Catching</p> <p>Free space, own space</p> <p>Apposite</p> <p>Team</p>

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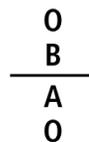


Diagram 1

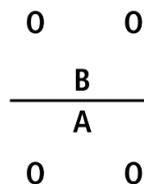


Diagram 2

**Task 2: Net-type game**

The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two.

Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their hands into the space between. The opponents try to intercept the ball or beanbag and then try to score themselves.

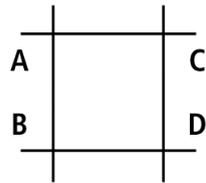


Diagram 3

**Task 3: Striking and Fielding game**

The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. The game is played one against one, one against two, or one against three.

One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags (see diagram 5).

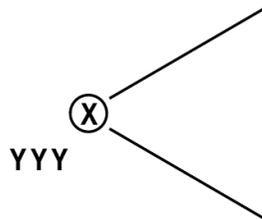


Diagram 4

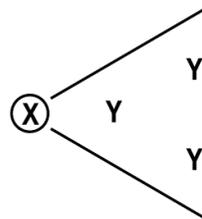


Diagram 5

	Curriculum Outcomes:	Skills	Vocabulary
<p><b>GYMNASTICS</b></p>	<ul style="list-style-type: none"> <li>• Perform basic shapes,</li> <li>• Show a variety of ways of travelling</li> <li>• Perform movement phrases with control and accuracy</li> <li>• Manage the space safely, showing good awareness of each other, mats and apparatus</li> <li>• Use and apply the correct basic gymnastics vocabulary</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 1</b></p> <p><b>Task 1:</b> Choose two ways of travelling, <i>eg walking backwards safely and a roll</i>, and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.</p> <p><b>Task 2:</b> Choose three 'like' actions, <i>eg three different jumps, three rolls, or three ways of taking your weight on your hands</i>, and link these actions to make a short movement phrase on the floor and apparatus. You need to be able to remember and repeat your movement phrase.</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Link and repeat basic gymnastic actions; Understand the difference between a linking and an action in gymnastics</li> <li>• Use and apply the correct basic gymnastics vocabulary</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Make up and perform simple movement phrases in response to simple tasks</li> <li>• Perform movement phrases with control and accuracy</li> <li>• Manage the space safely, showing good awareness of each other, mats and apparatus</li> <li>• Know the impact of exercise on the body and describe the effects of exercise on the body</li> <li>• Carry and place appropriate apparatus safely, with guidance</li> <li>• Copy what they see and say why it is good; use what they have seen to improve</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Perform basic shapes, including posture, tuck, star, arch, dish, pike, straight and straddle</li> <li>• Begin to show a variety of ways of travelling, rolling, jumping and climbing, and staying still when required</li> </ul>	<p>Jump, land, rock, roll, grip, hang, push, pull, hop, skip, step, spring, crawl, slide</p> <p>Shape</p> <p>Direction</p> <p>Level</p> <p>Pathway</p> <p>Body parts</p> <p>Tension, extension, relaxation</p>

DANCE	Curriculum Outcomes:	Skills	Vocabulary
DANCE	<ul style="list-style-type: none"> <li>Children should perform a short motif – which may be improvised (which include the 5 basic body actions, using all 3 levels) with some of the 3Es – energy, eye focus and extension</li> <li>Children, in duets, should develop a motif, which has been choreographed by teacher, using addition. They will improvise by using verbal and movement prompts</li> <li>Children should watch their partner dance, and with guidance, notice where they are using energy, eye focus and extension; they will be able to suggest ideas for how and where these performance skills could be used</li> </ul> <p><b>CORE TASK</b>  <b>Unit 1 – The Gruffalo</b></p> <p>In a duo, improvise (with cues) and perform a dance using the story of The Gruffalo as the stimulus..</p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> <li>Explore a range of movements that suggest the characteristics of the different animals in the story. Perform with confidence and energy</li> <li>Develop the performance by remembering the improvised actions and repeating them in different directions or with different partners.</li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>Work with a partner, to develop a short, 8 count motif(s), to make an extended motif</li> <li>Work in a small group – duet - sensibly</li> <li>Move around and in the space, and with other dancers, in a safe and sensible manner</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>Make thoughtful, kind comments about their partners performances and, with guidance, simply describe the actions of their own dance work</li> <li>Demonstrate why warming up in dance is good for their body and mind</li> <li>Work as a small group - duet - to create suitable actions</li> <li>With guidance, show an awareness of the 3Es and give examples of where the movements could use these skills</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>Demonstrate some control when performing basic body actions in a short motif that have been choreographed by the teacher</li> <li>Perform basic body actions with some use of the 3Es (energy, eye focus and extension)</li> <li>Children with a partner to create their own versions of the 5 basic body actions – stillness, turns, jumps, travel and gestures</li> </ul>	<p>Warm up</p> <p>Levels – high, medium, low</p> <p>Motif</p> <p>Stillness, travel, turn, jump, gesture</p> <p>(the 5 basic body actions)</p> <p>Performance skills:</p> <ul style="list-style-type: none"> <li>Extension</li> <li>Energy</li> <li>Eye-focus</li> </ul> <p>(known as the 3 Es)</p> <p>Choreographic devices:</p> <ul style="list-style-type: none"> <li>Unison</li> <li>Duet</li> </ul>