

BOSTON WEST ACADEMY

Y1 PE KNOWLEDGE OVERVIEW

Sept 2021



Year 1	
Dance	Gymnastics
<p>Follow the https://www.getset4pe.co.uk/ Y1 Dance scheme of work and lesson plans</p> <p>Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y1 Gymnastics scheme of work and lesson plans. For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.'</p> <p>Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>
<p><u>Assessment Criteria</u></p> <ul style="list-style-type: none"> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. 	<p><u>Assessment Criteria</u></p> <ul style="list-style-type: none"> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.
Vocabulary	
swaying, floating, gust, swirling, galloping	straight, barrel, tuck, pike, straddle, sequence

Fundamentals	Ball skills
<p>Follow the https://www.getset4pe.co.uk/ Y1 Fundamentals scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y1 Ball skills scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>
<p><u>Assessment Criteria</u> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p>	<p><u>Assessment Criteria</u> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>
Vocabulary	
balance, direction, land, safely, jump, hop	ready position, far, aim, dribbling, throw, score

Athletics	Sending and receiving
<p>Follow the https://www.getset4pe.co.uk/ Y1 Athletics scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y1 Sending and receiving scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>In this unit, pupils will continue to explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>
<p><u>Assessment Criteria</u> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p><u>Assessment Criteria</u> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>
Vocabulary	
speed, power, strength, accuracy	ready position, far, aim, dribbling, throw, score