



PE Curriculum

Communication

Collaboration

Curiosity

 **Turnham**
ACADEMY

■ STEP First
■ STEP Up

■ STEP Way
■ STEP Ahead

Part of the STEP Academy Trust
turnhamacademy.org

Key stage 1 progression and content

Phase & Year groups	Learning Area	Coverage	Vocabulary	End of Term Outcome	
				Year 1	Year 2
Key stage 1 2021/22	<p>Fundamental Movements (Agility, Balance and Coordination) <i>Autumn 1</i></p>	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly competent and confident; • Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others • Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. 	<p>Space, agility, balance, coordination, dodging, weaving, evading, bounce, hop, dominant foot, obstacle, travel, space, movement, hopping, skipping, galloping, jumping, marching, trailing leg, frog jump, pencil jump, apparatus, balance, momentum, travelling, scanning, movement, running, jogging, forwards, backwards, fast, slow, bounding, leaping, shuffling.</p>	<p>Use basic underarm, rolling and hitting skills; Sometimes use overarm skills e.g. throwing a bean bag; Intercept, retrieve and stop a beanbag and a medium - sized ball with some consistency; Sometimes catch a beanbag and a medium - sized ball; Track balls and other equipment sent to them, moving in line with the ball to collect it; Throw, hit and kick a ball in a variety of ways, depending on The needs of the game; Choose different ways of hitting, throwing, striking or kicking the ball; Decide where to stand to make it difficult for their opponent and to understand the term defend; Describe what they and others are doing; Describe how their body feels during game</p>	<p>Show awareness of opponents and team - mates when playing games; Perform basic skills of rolling, striking and kicking with more confidence; Apply these skills in a variety of simple games; Be able to throw and catch a ball with a team member; Know and understand the term intercept; Make choices about appropriate targets, space and equipment; Use a variety of simple tactics; Describe how their bodies work and feel when playing games; Work well with a partner and in a small group to improve their skills; Be able to catch a moving ball Know and understand the term 'feed' Be aware of space and use it to support team-mates and cause problems for the opposition;</p>

Balancing Bodies
(Introduction to
Gymnastics)
Autumn 2

- Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Travel, stomp, sprint, crawl, gallop, pounce, hop, front support position, jump, roll, forwards roll, log roll, star roll, transition, teddy bear roll, sped, control, momentum, point of contact, apparatus, movement, low level, medium level, agility, balance, coordination, flexibility, pike, tuck, dish, arch, straddle, dodge, weave, muscles groups (lesson plans), pointed toes, medium level, low level, tuck shape, tuck jump, body tension, push and pull forces,

Show basic control and coordination when travelling and when remaining still;
Choose and link 'like' actions;
Remember and repeat these actions accurately and consistently;
Find and use space safely, with an awareness of others; Identify and copy the basic actions of gymnasts;
Use words such as rolling, travelling, balancing, climbing; Make their body tense, relaxed, stretched and curled;
Describe what they do in their movement phraseS

Plan and repeat simple sequences of actions;
show contrasts in shape;
Perform a sequence that shows clear change of speed;
Perform the basic gymnastic actions with coordination, control and variety;
Recognise and describe how they feel after exercise;
Describe what their bodies feel like during gymnastic activity;
Describe what they and others have done;
Say why they think gymnastic actions are being performed well
Be able to perform a sequence that flows;

	<p style="text-align: center;">Dance <i>Spring 1</i></p>	<ul style="list-style-type: none"> • Be able to link and perform a series of movements based on an imaginary character; • Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination; 	<p>Travel, stillness, direction, space, levels speed</p>	<p>Perform basic body actions; Use different parts of the body singly and in combination; Show some sense of dynamic, expressive and rhythmic qualities in their own dance; Choose appropriate movements for different dance ideas; Remember and repeat short dance phrases and simple dances; Move with control; Vary the way they use space; Describe basic body actions and simple expressive and</p>	<p>Perform body actions with control and coordination; Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; Link actions; Remember and repeat dance phrases; Perform short dances, showing an understanding of expressive qualities; Describe how dancing affects their body; Know why it is important to be active;</p>
	<p style="text-align: center;">Strike It, Hit It! (net and wall games) <i>Spring 2</i></p>	<p>Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>catch, throw, eyes, focused, ready, inline, roll, bounce, coordinate, concentrate, alternate, hands, strike, grip, stance, firm, power, bat, bowl, ready position, toes, bent knees, field,]</p>	<p>To throw a ball to a target. To defend a ball from hitting a target. To throw a ball or beanbag over a distance. To throw with accuracy to a still or moving target. To throw a ball against a target. To catch a ball that has rebounded from a target. To bounce and catch a ball . To develop skills in bouncing and catching a ball. To work as a team To defend a ball from another player or target</p>	<p>Improve coordination and control of bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group.</p>

					<p>Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. To develop hand eye co-ordination to be able to receive and send balls using equipment if</p>
	<p>On Your Marks (Introduction to Athletics) <i>Summer 1</i></p>	<ul style="list-style-type: none"> Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination; 	<p>Run, jump, landing, long jump, triple jump, hips, momentum, drive, 90 degrees, explosive, front foot, back foot, resilience, response, direction</p>	<p>Be able to evaluate their performance using time; Know and understand quicker and slower ways of travelling; Develop fundamental movement skills. E.g. hopping, skipping...; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy; Know and understand how the position of the body affects throwing performance; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination; Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations; Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled;</p>
	<p>Sports Week and Competition <i>Summer 2</i></p>	<ul style="list-style-type: none"> Explore running methods and types of running Compare different running events and these systems they use Sprinting position and phases Throwing with bean bags, javelins and quoits safely Explore jumping strategies and consolidating jumping and landing Sprinting over short distances Learn and explore the long and triple jump Relays and baton races Balancing with speed Transitional skills 	<p>Running, jumping, throwing, sprint start, sprint, long distance, short distance, drive, set, forward, soft knees, safely, overarm, t position, gallop, flight, follow through, land, baton, relay, balance, egg and spoon</p>	<p>Outcome: Throwing with accuracy Competing with others in a competitive environment Managing emotions and working collaboratively. Running from sprint start To throw into a target To perform the sprint, start position and sprint over 40-60 yards To take part in competitive games To perform a long jump safely To perform triple jump To articulate key techniques</p>	

