
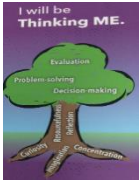


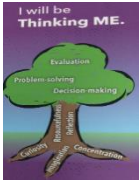





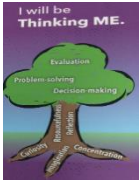






St. Katharine's Primary School PE Progression Pathway Year 1

| Focus | Curriculum Outcomes: | | | | | | | | |
|--|--|---|-------|-------|--|--|---|---|--|
| <p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</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>Head Heart Hands</p> <div data-bbox="152 855 418 1002" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 1015 479 1326" style="background-color: #FFD700; padding: 10px;"> <p>POWERFUL LEARNING ATTRIBUTES</p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div> | <p style="text-align: center;">'My Personal Best' YST resource cards</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="499 477 734 539">Head</th> <th data-bbox="734 477 969 539">Heart</th> <th data-bbox="969 477 1205 539">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 539 734 900"> <p>Thinking me:</p> <p>Imagination</p>  </td> <td data-bbox="734 539 969 900"> <p>Social me:</p> <p>Gratitude</p>  </td> <td data-bbox="969 539 1205 900"> <p>Healthy me:</p> <p>Self-Belief</p>  </td> </tr> </tbody> </table> <p>NB – see new PSHE curriculum</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>Trickbox cards</p> <p>I Can Do It</p>  <p>Floating cloud</p>  <p>Light Blub</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>  | | | | | | | |

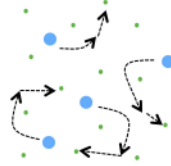
| | Curriculum Outcomes: | Skills | Vocabulary |
|---------------------|--|--|--|
| <p>GAMES</p> | <ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions • Follow the rules of simple games • Apply the fundamental movement skills • Use skills in different ways in simple games • Begin to understand the role of a defender and attacker • Begin to perform simple tactics in order to gain possession of a ball <p>Complete PE Curriculum map</p> <p>Term 1-6</p> <p>Example</p> <div data-bbox="504 790 1176 1157"> <p>Follow the Leader</p> <p>Structure</p> <ul style="list-style-type: none"> • In pairs, partner one follows partner two around the space avoiding collisions. • On your command pupils swap roles. <p>Pupils will identify space and move into it following their partner.</p> </div> | <p>Head:</p> <ul style="list-style-type: none"> • Learn the importance of following the rules of simple games • Understand the concept of tracking, and get in line with the ball to receive it • Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming • 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 • Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents <p>Heart:</p> <ul style="list-style-type: none"> • Watch others' movements carefully • Describe what they have done or seen others doing • Copy what they see and say why it is good; use what they have seen to improve <p>Hands:</p> <ul style="list-style-type: none"> • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking | <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> |



Sticky Glue

Structure

- Layout markers; floor discs, mats or chalked circles, not cones or hoops around the playing area.
- Pupils run around the markers avoiding them, applying the correct running technique.
- When you call out, 'sticky glue,' pupils run to the nearest marker and place one foot on the marker



Pupils will identify space and move into it applying the correct running technique.

net-type game

The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.

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).

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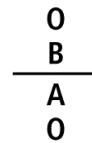


Diagram 1

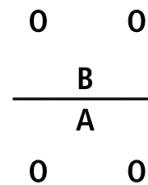


Diagram 2

Complete PE Curriculum map

Term 6

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.

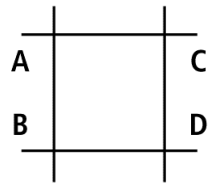


Diagram 3

Complete PE Curriculum map

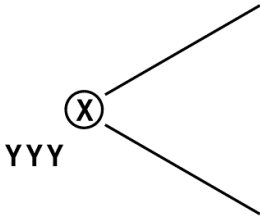
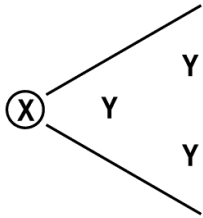
Term 5

Example

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).

| | | | |
|------------------------------------|--|---|--|
| |  <p>Diagram 4</p>  <p>Diagram 5</p> | | |
| 1 | Curriculum Outcomes: | Skills | Vocabulary |
| <p>GYMNASTICS</p> <p>1*</p> | <p>The main KS1 National Curriculum aims covered in the Gymnastic units are:</p> <ul style="list-style-type: none"> • 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. • Perform basic shapes • Show a variety of ways of travelling • Create and perform a movement sequence • Begin to hold still shapes and simple balances • Manage the space safely with control and care, showing good awareness of each other, mats and apparatus • Use and apply the correct basic gymnastics vocabulary <p>Complete PE Curriculum map</p> <p>Term 2,3,4,6</p> <p>Example</p> | <p>Head:</p> <ul style="list-style-type: none"> • Link and repeat basic gymnastic actions; understand the difference between a linking and an action in gymnastics • Use and apply the correct basic gymnastics vocabulary <p>Heart:</p> <ul style="list-style-type: none"> • Make up and perform simple movement phrases in response to simple tasks • Perform movement phrases with control and accuracy • Manage the space safely, showing good awareness of each other, mats and apparatus • Know the impact of exercise on the body and describe the effects of exercise on the body • Carry and place appropriate apparatus safely, with guidance • Copy what they see and say why it is good; use what they have seen to improve | <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> |

Creating shapes using 'big' body parts

Structure

- Pupils explore moving using 'big' parts of their bodies.
- When pupils hear the tambourine, they must freeze and create a still shape (balance) using a big part of their body.
- Pupils should explore making shapes using all the big parts of their bodies.



Pupils will create balances using 'big' body parts.

Creating shapes using 'small' body parts

Structure

- Pupils explore moving using 'small' parts of their bodies.
- When pupils hear the tambourine, they must freeze and create a still shape (balance) using a small part of their body.
- Pupils should explore making shapes using all the small parts of their bodies.



Pupils will create balances using 'small' body parts.

Choose two ways of travelling, *eg walking backwards safely and a roll*, 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.

Hands:

- Perform basic shapes: tuck, star, arch, dish, pike, straight and straddle
- Copy actions and movement sequences
- Begin to show a variety of ways of travelling, rolling, jumping and climbing and staying still when required
- Perform simple stretches

| | | | |
|--|--|--|--|
| | <p>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> | | |
|--|--|--|--|