Year 1 Unit – Fundanmental Movement –ABC		
Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

Travel with awareness of others.
Apply knowledge of agility, balance and coordination, individually and with others.
Recognise when to use effective changes of speed when competing in a game.
Identify when to use effective changes of direction when competing against others.
Compare own performances with previous ones and identify areas for improvement.

Skill Progression

Procedural Knowledge (knowing'how')

Show body control when travelling.
Show coordination and balance within small and big movements.
Show coordination, control and balance when travelling through equipment.
Master basic movements, including running and jumping.

Key Learning

To be able to demonstrate
An increased confidence when using a variety of equipment, while improving their agility balance and co-ordination.
Agility- Children will begin to show more control over their limbs when changing direction
Balance- Children will be able to negotiate small spaces while maintaining control.
Co-ordination- Children will be able to perform a variety of tasks at the same time
e.g. such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example a hockey stick and hockey ball.

Vocabulary

Coordination, Demonstrate, Target, Direction, Patterns, Travel

Misconceptions

Children beginning to develop control of their own bodies and an awareness of others. (bumping into each other.)
I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Prior Knowledge

EYFS: ELG- Negotiate space and obstacles safely, with considerate for themselves and others.
Demonstrate strength, balance and co-ordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Future Learning

Children will have the confidence to use a variety of equipment, whilst using their agility, balance and co-ordination.
Agility- Children will show more control over their limbs when changing direction during an individual task or team game.
Balance- Children will be able to negotiate small spaces while maintaining control of equipment.

Co-ordination- Children will be able to perform a variety of tasks at the same time, such as moving in a given space whilst moving through traffic (other children), or controlling equipment, for example dribbling a football past defenders or through cones.

Possible Activities/Evidence

See KeyPE Sports Planning

Connected Learning

Year 1 Unit – Awareness

 **Declaritve Knowledge –**	 **Gates Golden Goals- Healthy Participation**	 **Procedural Knowledge**

Knowledge Progression

Declarative Knowledge: (knowing 'what')

- To know how to use equipment safely
- Show awareness of space and other children

Skill Progression

Procedural Knowledge (knowing'how')

- Travel with awareness whilst maintaining control of a ball/equipment
- Travel with a ball/equipment showing changes of speed and direction
- Master basic movements, including running and jumping

Key Learning

Children will perform basic foot patterns through equipment, such as ladders or hurdles, with a good level of accuracy, begin show good use of space and be able to control a variety of equipment.
They will become increasingly confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination.

Vocabulary

- Awareness
- Direction
- Decisions
- Control
  Respect
- Communication
- Effective

Misconceptions

Racing to be first in activities so that they are not applying the skills.
Not transferring skills from of previous learning.

Prior Knowledge

Negotiate space and obstacles safely, with considerate for themselves and others.

Demonstrate strength, balance and co-ordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Future Learning

Children will gain the confidence to create different foot patterns through equipment, such as ladders or hurdles, with a high level of accuracy, show good use of space and be able to control a variety of equipment.
They will become physically confident when travelling through small spaces or moving past guards/defenders, whilst showing resilience and determination.
Children will be able to share ideas through communicating with others and know how to identify a good performance.

Year 1 Unit –Send and Recieve

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Begin to demonstrate and understand receiving techniques.
- Know and understand how to use equipment safely and with control.

Skill Progression

- Master throwing and catching techniques when travelling.
- Show good receiving techniques when competing within a team.
- Maintain control of equipment when competing as a team
- Identify space when sending and receiving to help maintain possession as a team.
- Effective communication/signals to help maintain child in possession.
- Demonstrate high levels of effective communication/signals to help maintain child in possession.

Key Learning

Children will become increasingly confident when sending and receiving a variety of equipment such as beanbags. When **sending** children will be able to aim and show good technique.
Receiving- Children will be able to explain how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others.

- Start to show consistency and some basic technique when throwing a range of equipment at a target
- Begin to explain receiving techniques
- Use and recognise why we use equipment safely
- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- Enjoy communication, collaboration and competition with other

Vocabulary

Decisions Heights Distances Speeds Possession Target Receive Range

Misconceptions

Precision in throwing- throwing technique
Catching technique
Practise and resilience-results in progress

Prior Knowledge

EYFS: ELG- Negotiate space and obstacles safely, with considerate for themselves and others. Demonstrate strength, balance and co-ordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Can throw a ball at a given target
Can bat a ball
Can catch smaller items from a longer distance
Can throw rugby balls, javelins, and frisbees
Can catch larger items from a longer distance

Future Learning

Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. When sending, children will be able to select the correct technique, the correct height and correct weight. Receiving- Children will be able to explain and demonstrate how to receive a pass off a partner. They will show resilience and determination when aiming at targets and competing against others.

- Start to show consistency and some basic technique when throwing a range of equipment at a target
- Explain receiving techniques
- Use and recognise why we use equipment safely
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out
- Demonstrate sending techniques
- Know and explain key skills of a good performance
- Enjoy communication, collaboration and competition with others

Year 1 Unit – Attacking & Defending 1-6

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Awareness of others and space
- Participate in team games, which develop simple tactics for attacking and defending
- Compete against others as individuals and in small teams
- Begin to contribute to discussions and suggest some tactics to improve

Skill Progression

- techniques
- Quick changes of direction
- Changes of speeds
- Effective uses of changes of direction and speed

Key Learning

Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed. Compete against others, Individually and as a group

- **Apply simple tactics and strategies when competing against others**
- Contribute in discussions
- **Change direction maintaining control and balance**
- **Show determination and begin to show resilience when competing against self and others**
- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- Enjoy communication, collaboration and competition with others

Vocabulary

- Change of speed
- Change direction
- Target
- Distance
- Travel
- Dribble
- Vary
- Move
- Control
- Space

Misconceptions

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Stereotypical attitudes towards- typically male or female sports. Such as gymnastics or fiitba

Prior Knowledge

EYFS: ELG- Negotiate space and obstacles safely, with considerate for themselves and others.
Demonstrate strength, balance and co-ordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Future Learning

Children will compete in individual activities and team games to develop an understanding of attacking and defending principles, as well as improving their resilience and determination. Children will be able to communicate with others when sharing ideas, through this they will build character and good sportsmanship. Children will be working on their own and with others while guarding spaces. Apply simple tactics and strategies when competing against others

- Contribute in discussions
- Change direction maintaining control and balance
- Show determination and begin to show resilience when competing against self and others

- Demonstrate a climate of joy, freedom, respect and celebration
- Children should show enjoyment in achieving tasks set out
- Know and explain key skills of a good performance
- Enjoy communication, collaboration and competition with others
- Compete against others, individually and as a group

Suggested Activities

Year 1 Unit – Basketball

 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)

Knowledge Progression

- Start to develop a knowledge of a variety of skills.
- Recognise speed and weight when sending a variety of objects.
- Show enjoyment in achieving tasks set out.
- Compete against self and/or others .
- Develop competence to excel in a broad range of physical activities. Enjoy tasks set out.
- Apply agility, balance and coordination, individually and with others.
- Show body control when travelling

Skill Progression

- Pat, throw, kick, stop/receive a variety of objects/equipment.
- Push the ball when bouncing.
- Change speed with control of the ball.
- Show awareness when in control of the ball.
- Recognise space on the pitch. Keep control when the ball is bouncing low and high.
- Compete in modified sport/activities.
- Compete against yourself and/or others
- Pass and receive over short distances.

Key Learning

The children will develop: control when dribbling with the ball.; use change of speed when dribbling with the ball; changes of direction on command when dribbling. The children will learn how to bounce the ball with a pushing motion, complete and demonstrate technical parts of the lesson. Can follow the rules of the game.

Vocabulary

- Pass tackle turn save goal shoot

Misconceptions

Push the ball to bounce. Push the ball so that it bounces at a comfortable atching height.

Awreness of others while moving with and without balls Looking forwards while dribbling the ball.
Practise and resilience-results in progress

Prior Knowledge

EYFS: ELG- Negotiate space and obstacles safely, with considerate for themselves and others. Demonstrate strength, balance and co-ordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Can throw a ball at a given target
Can catch smaller items from a longer distance
Can catch larger items from a longer distance

Future Learning

END OF YEAR 2 EXPECTAIONS- Master sending and receiving different objects (height, weight, distance)
Engage in competitive sports and activities.
Become increasingly competent and confident.
Know and explain key skills of a good performance.
Enjoy communication, collaborating and competing with others .
Defend an area when faced with an opponent.
Attack an area when faced with an opponent .

Suggested Activities

KeyPE Sports Planning

Year 1 Unit – Athletics


Cognitive (mental & psychological)

Affective (social & emotional)

Psychomotor (physical)

Knowledge Progression

- Master basic movements, including running, jumping, throwing and catching

Skill Progression

- Develop awareness of speed and distance
- Run at different speeds and durations
- Awareness of distance when throwing objects
- Travel with coordination and control
- Throw with an appropriate force
- Throw a range of equipment at different targets
- Develop balance, agility and coordination and begin to apply these in a range of activities

Key Learning

- Children will begin to develop basic movements such as running, jumping and throwing in isolation or in combination with each other. They will begin to understand how to develop their own technique.
- Children will be introduced to new equipment and feel increasingly confident in using them, such as javelin, hurdles, shotput.
- They will engage in competitive games and situations against others whilst maintaining respect for each other.

Throw a range of equipment at different targets .
Begin to understand when to change speeds according to length of run/distance.
Jump with both feet from a standing position.

Vocabulary

- Speed Target Balance Throwing Travel Distance

Misconceptions

Running technique
Throwing and Catching technique
TO master skills not race against each other

Prior Knowledge

EYFS: ELG- Negotiate space and obstacles safely, with considerate for themselves and others. Demonstrate strength, balance and co-ordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Can throw a ball at a given target
Can bat a ball
Can catch smaller items from a longer distance
Can throw rugby balls, **javelins,** and frisbees
Can catch larger items from a longer distance

Future Learning

- Children will begin to show an understanding of running at different speeds depending on the distance. Children will also, start to throw a variety of equipment demonstrating good use of force, accuracy and control.
- They will engage in competitive games and situations against others whilst maintaining respect for each other.

END OF YEAR 2 EXPECTATIONS: Understand running speeds depending on distance and equipment.
Throw with coordination force, distance, control and accuracy.
Show determination and begin to show resilience when competing against self and others.
End of Y2 Expectations
Understand running speeds depending on distance and equipment.
Throw with coordination force, distance, control and accuracy.
Show determination and begin to show resilience when competing against self and others.

Activities

Sports Day Practise
KeyPE Sports Planning

Anchor Questions