

**P.E- Lower Key Stage One - Send and return Yr1 and Yr2**

| <u>Pupils should be taught to:</u>  | <b>How we do this in Y1</b>  | <b>How we do this in Y2</b> | <u>Resources</u>  | <u>Vocabulary</u>  | <u>Notes</u>  |
|---|--|-----------------------------|---|--|---|
| <p>Master basic movements including running, <del>jumping,</del> throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> | <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Key throwing techniques to be modelled to the children</li> <li>- Children should begin throwing with an effort to aim for a target</li> <li>- Good communication between children should be encouraged in both pairs and groups to indicate their intentions</li> <li>- Children should begin to identify useful spaces for passing and receiving a ball in an attempt to evade defenders</li> </ul> | <p>Not taught</p>           | <p><b>Yr 1</b></p> <p>Beanbags, hoops, balls, cones, benches,</p> <p>Lesson plans – see PE folder on staffshared</p> <p><b>Yr 2</b></p> | <p><b>Vocabulary Yr1</b><br/>Overarm, underarm, aim, target, throwing, defender, attacker, pass, opponent</p> <p><b>Vocabulary Yr2</b></p> | <p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p>Please note pupils should be active a minimum of 80% of the session</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>- Children should be able to change direction when moving away from a defender</li> <li>- Children should be able to send and receive a ball without moving their feet</li> <li>- Understand when they are the attacker and when they are the defender</li> <li>- Some defending skills should be developed through the use of 'shadowing'</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can pass a ball to a partner using his/her hands <del>and feet.</del></li> <li>- he/she can move into a given space within a game.</li> <li>- Chase, stop and control balls and other objects</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|

|  |                            |  |  |  |  |
|--|----------------------------|--|--|--|--|
|  | such as beanbags and hoops |  |  |  |  |
|--|----------------------------|--|--|--|--|

