



Hallcroft Infant & Nursery School

PE Lesson Sequence



Summer 2 - Year 1

Athletics

What we already know, remember and can do:

- *ELG: Physical Development Gross Motor. Negotiates space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.*

Year 1

- *Multi-skills Balance on lines with control and use equipment to balance on various parts of the body, Change direction with some control (agility), Co-ordinate their body whilst beginning to move with equipment, Co-operate, compete and challenge themselves as a team in various games*
- *Gymnastics Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels. Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'. Jump and land safely*

	Learning Objective	What will be known and remembered (Substantive)	What will be... (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	<p>Learning Objective: Practice a range of movements with control demonstrating balance. Listen, respond to set tasks following expectations and rules. Stay within an area whilst moving, managing all body parts, Can follow rules given without prompt</p> <ul style="list-style-type: none"> ✓ Starting activity: Bean game ✓ Main activity: Cross the bridge ✓ Performance activity: Lily pads 	<ul style="list-style-type: none"> ✓ Discuss a range of movements with control demonstrating balance. ✓ Know how to listen, respond to set tasks following expectations and rules. ✓ What does balance look like when moving? (deliverer can show examples to support) ✓ What does a balanced landing look like? ✓ How can you swing your arms with control? (deliverer to demonstrate a smooth action) ✓ Can you name the 3 parts to a jump? (take off, flight and landing) ✓ What does a controlled take off look like? 	<ul style="list-style-type: none"> ✓ Practice a range of movements with control demonstrating balance. ✓ Listen, respond to set tasks following expectations and rules. ✓ Stay within an area whilst moving, managing all body parts, ✓ Can follow rules given without prompt <p>✓ 2 footed jumps:</p> <ol style="list-style-type: none"> 1. feet hip width apart and arms swinging 2. arms remain at front at take off 3. feet land on floor with soft knees 4 arms in front to support balance 	<p>balance control rules</p>	<p>take off flight landing</p>

2	<p>Learning Objective: Safely negotiate space both indoors and outdoors. Show a positive attitude towards activities and other pupils. Can remain in an area without colliding with others/objects. Respond to instructions and do not disrupt others</p> <ul style="list-style-type: none"> ✓ Starting activity: Cartoons ✓ Main activity: Cat & mouse ✓ Performance activity: Trolls bridge 	<ul style="list-style-type: none"> ✓ Show a positive attitude towards activities and other pupils. ✓ Respond to instructions and do not disrupt others ✓ understands the importance of being safe in an activity ✓ What does being safe mean? ✓ How can you keep safe in this activity? Why is keeping safe important? ✓ How can you make sure you don't collide with anyone when moving? ✓ How can you keep others safe in this activity? 	<ul style="list-style-type: none"> ✓ Safely negotiate space both indoors and outdoors. ✓ Can remain in an area without colliding with others/objects. ✓ Respond to instructions and do not disrupt others ✓ Opposite arm & leg movement for smooth action ✓ Head up looking in front ✓ Encourage running but must stop when needed 	space safe rules run	
3	<p>Learning Objective: Make judgements to improve their work. Select and handle appropriate resources effectively. Provide a relevant example of what they can do better</p> <p>Can collect and carry sensibly and use for its intended purpose</p> <ul style="list-style-type: none"> ✓ Starting activity: Planets ✓ Main activity: Shooting stars ✓ Performance activity: Comets 	<ul style="list-style-type: none"> ✓ Make judgements to improve their work (throwing to target). ✓ Say why it is important to select and handle appropriate resources effectively. ✓ Provide a relevant example of what they can do better ✓ Why is it important we look after equipment? safe when used correctly/if damaged unable to get new ✓ What does improve mean? (deliverer to explain first) ✓ What could you improve when doing an underarm/overarm throw? ✓ How can you keep others safe in this activity when using your beanbag? ✓ What could your partner do better (improve)? ✓ How will you know if your partner is being safe with their beanbag? 	<ul style="list-style-type: none"> ✓ Select and handle appropriate resources effectively. ✓ Can collect and carry sensibly and use for its intended purpose ✓ Throwing to target ✓ Under - look at target ✓ Under - non throwing arm points at target ✓ Under - raise hand in a swinging motion ✓ Under-swing hand forwards & release at hip ✓ Over - look at target ✓ Over - non throwing arm points at target ✓ Over-shoulder width apart side on to target ✓ Over-raise arm behind head, rotate hips 	safe throw distance improve aim	underarm overarm distance

4	<p>Learning Objective: Understand and explain which activities are good for our health. Stay on task throughout the lesson. Can suggest movements that increase heart rate. Follow instructions given by deliverer with little prompt</p> <ul style="list-style-type: none"> ✓ Starting activity: Jump bing ✓ Main activity: Cross the bridge (re-cap from lesson 1) ✓ Performance activity: Lily pads (re-cap from lesson 1) 	<ul style="list-style-type: none"> ✓ Understand and explain which activities are good for our health. ✓ Can suggest movements that increase heart rate. ✓ to be able to discuss technique for jumping ✓ How do you feel after moving quickly? ✓ What is your heart doing? ✓ What other movements do you think would get your heart beating faster? ✓ Who can you see following the rules in this game? ✓ What does a balanced landing look like? 	<ul style="list-style-type: none"> ✓ Stay on task throughout the lesson. ✓ Follow instructions given by deliverer with little prompt ✓ Jumping <ol style="list-style-type: none"> 1. feet hip width apart and arms swinging 2. arms remain at front at take off 3. feet land on floor with soft knees 4. arms in front to support balance 	heart rate balance rules landing control	take off flight landing
5	<p>Learning Objective: Perform fundamentals of movement (ABC's) with control and confidence. Describe and comment on their own and others' actions and feelings. Clear intent of direction when travelling, managing their weight. Know and show the importance of sharing with others</p> <ul style="list-style-type: none"> ✓ Starting activity: Cartoons (progression from lesson 2) ✓ Main activity: Cat & mouse (progression from lesson 2) ✓ Performance activity: Trolls bridge (progression from lesson 2) <p>:</p>	<ul style="list-style-type: none"> ✓ To be able to discuss the fundamentals of movement (ABC's) with confidence. ✓ Describe and comment on their own and others' actions and feelings. ✓ Know and show the importance of sharing with others ✓ What is balance? ✓ What do you think balance looks like when running? ✓ How will balance help you stop? ✓ Why is it kind to share and take turns? ✓ How would you feel if you weren't chosen? 	<ul style="list-style-type: none"> ✓ Perform fundamentals of movement (ABC's) with control and confidence. ✓ Clear intent of direction when travelling, managing their weight. ✓ Opposite arm & leg movement for smooth action ✓ Head up looking in front ✓ Arm movement - hands go from pocket to ear ✓ Encourage running but must stop when needed 	control balance share run	sprint

6	<p>Learning Objective: Understand and explain the importance of good health. Work well with others by showing respect. Can talk about the different types of foods and sensible choices.</p> <p>Share and include others equally</p> <ul style="list-style-type: none"> ✓ Starting activity: Planets (progression from lesson 3) ✓ Main activity: Shooting stars (progression from lesson 3) ✓ Performance activity: Comets (progression from lesson 3) 	<ul style="list-style-type: none"> ✓ Understand and explain the importance of good health. ✓ Work well with others by showing respect. Can talk about the different types of foods and sensible choices. ✓ Share and include others equally ✓ What body parts do you use when throwing? ✓ Why do you think strong muscles help you exercise? (help you move and able to move for longer) ✓ What types of food help keep you healthy and able to play sport ✓ What foods do you think help your muscles grow? (guided discovery to fruit/veg/protein) ✓ Treats are nice to have and we all have them, how often do you think is sensible to have a treat? ✓ How are you sharing in this activity? ✓ Why is it important to share and include others equally? 	<ul style="list-style-type: none"> ✓ Throwing ✓ Under - raise hand in a swinging motion ✓ Under-swing hand forwards & release at hip ✓ Under - look at target ✓ Under - non throwing arm points at target ✓ Over-shoulder width apart side on to target ✓ Over-raise arm behind head, rotate hips ✓ Over - look at target ✓ Over - non throwing arm points at target 	<p>underarm overarm distance good health share</p>	<p>strength</p>
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