

Year 1		
Subject PE-Indoor		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p><b>Gymnastics 10 weeks (continued in Summer term)</b></p> <ul style="list-style-type: none"> <li>To travel in different ways from low to high (Lesson 1)</li> <li>To combine travelling actions together and remember a short sequence (Lesson 1)</li> <li>To describe and copy simple ways of travelling (Lesson 1)</li> <li>To be aware of others in space (Lesson 1)</li> <li>To experience body feels when relaxed and tense (Lesson 1)</li> <li>To describe and balance on small body parts e.g. hands and feet (Lesson 2)</li> <li>To demonstrate big and small shapes as they balance (Lesson 2)</li> <li>To combine balances on small body parts with travelling from high to low. (Lesson 2)</li> <li>To explore different ways of moving e.g. under, over, through apparatus (Lesson 3)</li> <li>To select and perform ways of moving over, under, through apparatus and link with travelling (Lesson 3)</li> <li>To learn the names of pieces of apparatus (Lesson 3)</li> <li>To carry apparatus safely (Lesson 3)</li> <li>To travel creatively towards and away from apparatus (Lesson 4)</li> </ul>	<p>Key Skills</p> <p><b>Dance – Moving Along (6 weeks)</b></p> <ul style="list-style-type: none"> <li>To perform a range of movement actions</li> <li>To use different speeds and levels</li> <li>To create a sequence with a beginning, middle and end</li> <li>To move smoothly from one action to another</li> <li>To perform actions with increasing control</li> <li>To repeat a sequence</li> <li>To describe the actions and movements of others</li> </ul>	<p>Key Skills</p> <p><b>Gymnastics 10 weeks (continued)</b></p> <ul style="list-style-type: none"> <li>To rock successfully on different body parts (Lesson 7)</li> <li>To rock into a rolling action (Lesson 7)</li> <li>To select and combine ways of rocking and rolling with travelling (Lesson 7)</li> <li>To collect, move and place mats safely (Lesson 7)</li> <li>How to perform a range of movements on, off and around apparatus (Lesson 8)</li> <li>To copy simple movements showing precision (Lesson 8)</li> <li>To select and link movements together to make a short repeatable sequence (Lesson 8)</li> <li>To understand how to share equipment with others for theirs and others safety (Lesson 8)</li> <li>To experience the five basic jumps (Lesson 9)</li> <li>To travel in a small space and a big space (Lesson 9)</li> <li>To select and combine different jumping actions with travelling in big and small spaces (Lesson 9)</li> <li>To describe what happens to their heart rate when jumping in the space (Lesson 9)</li> </ul>

<ul style="list-style-type: none"> <li>• To balance while in contact with apparatus (Lesson 4)</li> <li>• To link travelling with stillness on apparatus (Lesson 4)</li> <li>• To know how it feels to achieve something new (Lesson 4)</li> </ul> <ul style="list-style-type: none"> <li>• To experience different ways to slide using push and pull actions (Lesson 5)</li> <li>• To travel along different pathways and link with sliding actions (Lesson 5)</li> <li>• To copy what a partner is doing (Lesson 5)</li> <li>• To describe their own or others sequence (Lesson 5)</li> </ul> <ul style="list-style-type: none"> <li>• To balance and travel using the same combination of body parts (Lesson 6)</li> <li>• To combine balancing and travelling using the same combination of body parts to make a short sequence (Lesson 6)</li> <li>• To travel along straight pathways (Lesson 6)</li> <li>• Describe how their body feels when exercising (Lesson 6)</li> </ul>		<ul style="list-style-type: none"> <li>• To combine travelling with jumps and balances (Lesson 10)</li> <li>• To perform their sequence showing tension, creativity and fluency (Lesson 10)</li> <li>• To describe the actions in their sequence (Lesson 10)</li> </ul>
<p>Learning and Activities</p> <p>*The children walk on their tip toes around the space? What other ways can they travel on a 'high' level e.g. skipping, hopping?</p> <p>*Contrast this with travelling on a 'low' level. Can children travel on hands and feet e.g. crab, bunny hop.</p> <p>*Children to link one way of travelling high with one way travelling low. Can they use different actions?</p> <p>*How do the children link the actions together? Can they use a turn, a jump?</p>	<p>Learning and Activities</p> <p>* Give each child a spot to stand on. Each child to choose their own vehicle. Move around the area for the count of 8 then change direction and move back to spot for count of 8.</p> <p>*Choose different vehicle and do the same. Encourage children to use the movement cards to help their moves. Encourage children to perform moves high and low.</p> <p>*Children to create a journey focusing on one type of vehicle. Are they on a motorway (moving in and out of</p>	<p>Learning and Activities</p> <p>*Demonstrate ways to rock and roll across the mat. Travel around the mat sideways. How do you turn travelling actions you know into sideways action? Link with rocking and rolling across the mat. Encourage linking movements to join the two parts together.</p> <p>*Explore the apparatus by giving children a selection of actions to focus on in turn e.g. balancing, sliding, rocking.</p>

<p>*Children to practise, remember and repeat a short sequence holding the beginning and end position.</p> <p>*Using a hoop or movement spot, children work on it/ in it to explore balances using hands and feet. Can they use both at the same time? Can they face in different directions e.g. upwards, downwards? Can they show body tension as they balance? Can they use one hand and one foot? What other small body parts can they use?</p> <p>*Children travel from their hoop/spot to another and return. Repeat on a high level and a low level. *Choose a balance to perform when they arrive at a new hoop/spot.</p> <p>*Perform a different balance when they return to their hoop/spot. Children will need to learn how to carry the equipment safely.</p> <p>*Children to explore ways of travelling around their apparatus station thinking about the words 'under', 'over', 'through'.</p> <p>*Talk about if the action is 'under', 'over' or 'through'. <b>Composition.</b> Children to travel around the station using a 'high' level. When they reach a piece of apparatus they travel 'under', 'over' or 'through'.</p> <p>*In small groups, each group allocated a small piece of apparatus, children explore ways of travelling 'towards' and 'away' from the apparatus. Encourage travelling in different ways and on different levels. Add balances when in contact with the apparatus – remind children</p>	<p>others, queues) or a country lane (bendy roads, stop and start), roundabouts, up and down hills, around their town/village?</p> <ul style="list-style-type: none"> <li>Show teacher's journey map (see resource card).</li> </ul> <p>*In pairs: one to perform and 1 to watch. Can you describe what your partner is doing? Can you work out which vehicle they are moving like?</p> <p>* To develop the children's understanding of composition, ask them to create 2 different movements to then combine in a short movement. *Movement A and B – 16 counts for each movement phrase. * Pupils could move 8 counts away from spot and 8 back for each phrase or create a 16 count journey. * Each movement to show a different speed or pathway – which vehicle is represented by each movement phrase? * Pupils should use 2 different vehicles. Use word cards to prompt movements and travelling resource card. Each phrase should represent a journey. Give the pupils journey titles (see resource card)</p> <p>* Children to perform their movement phrases in different orders, e.g. ABAB or AABB or BBAA *Try with a few different variations – how can they move from one phrase to the other? *Children to decide on an order and practise 4 phrases, one after the other to the music. *Some children could be asked to perform 2 or 3 phrases * Perform their movement phrases in the agreed order, showing how they have linked the movements. *In pairs: one to perform and 1 to watch. Can you describe what your partner is doing? Can you work out which vehicle they are moving like?</p>	<p>*Teach individuals, groups or whole class specific actions e.g. bunny hop over a bench, a forward roll off a bench or trestle table, log roll on large table, jump onto and off a table top/ box top. *Children to compose a creative sequence using actions they have learned. They must demonstrate a variety of actions moving onto, off and around the apparatus.</p> <p>*Can the children jump in front of the spot/ hoop? Behind? To the right? To the left? 2 feet to 2 feet.</p> <p>*Can the children repeat but on 1 foot? A hop – on the left then on the right foot?</p> <p>*Can the children jump away from the spot/ hoop and back again?</p> <p>*Can the children travel around the space in a variety of ways avoiding the hoops/ spots? When they reach a hoop/ spot can they jump into it and then out of it?</p> <p>*Can the children perform a pattern that includes a jump off/ out of the spot/ hoop, around the spot/ hoop, travel to another spot/ hoop, and repeat from the beginning? *Children to travel in different ways showing at least 2 pathways over a short distance returning to their starting point.</p> <p>*Children to jump in at least 2 different ways demonstrating safe landing.</p>
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about narrow, wide shapes, under and on the apparatus.

\*Children to link their favourite movements together to make a sequence. It should include travelling towards and away from apparatus, using high and low levels and two different shapes.

\*Explore travelling on different body parts of the body e.g. seat and hands, tummy and hands, back and feet. Can the children describe the actions they are doing? Use a child to demonstrate a sliding action and children describe what they see. Children experiment 'pulling' and 'pushing' using their hands/ feet starting on their tummy, back and seat.

\*Children to link a sliding action with another way of travelling e.g. sliding backwards on their seat using hands and feet to push followed by a log roll in a sideways direction.

\* Ask children to name body parts that they can travel on as well as balance on. Children to explore balance on two feet, then travel on two feet; balance on hands and feet, then travel on hands and feet; balance on back, then travel on back.

\* To collect two movement spots or a rope and place in the space on a straight pathway. Children to balance on a spot (one end of the rope), travel to the next spot using the same body part then show a different balance using the same body part.

\* Children to rock from side to side? E.g. from foot to foot, next on mats experiment on the back and on the tummy. What other directions can you rock

\*Children to show at least 2 different balances on different body parts showing contrasting shapes e.g. narrow and wide.

\*Children to link 3 different actions together i.e. jump, travel, balance. They decide the order to perform them in.

<p>in? E.g. forwards to backwards. Develop rocking into rolling e.g. can the children rock from side to side on their back then perform a log roll? Ask the children what shape they are in when performing this i.e. narrow shape.</p>		
<p><b>Extension and Enrichment Opportunities</b></p>		