

NATIONAL CURRICULM 2016-2018 OVERVIEW FOR KS1

	Reception	Year 1	Year 2
Acquiring and developing skills	<ul style="list-style-type: none"> • Travelling: Explore different ways to move E.G run, jump, hop, skip and hopscotch. <p>Enhance children’s co-ordination and balance.</p> <p>Explore different speeds to travel.</p> <ul style="list-style-type: none"> • Ball Familiarisation: Explore different ways of using a ball. E.G bounce, pass around the body and through the legs • Rolling: Explore different ways to roll & receive the ball. <p>Using different parts of the body</p> <ul style="list-style-type: none"> • Throwing: different techniques used to throw (under arm/ over arm) • Catching: How to watch, track, and get in line with the ball. How to gather the ball. • Kicking: Using foot to send, receive and dribble the ball. • Balance: Am I stable, can I hold my body balance. • Co-ordination: Moving on my own moving with a partner, moving whilst using a piece of equipment e.g. with a hockey stick 	<ul style="list-style-type: none"> • Explore rolling and sliding activities with a range of small equipment (bean bags, balls). • Develop sending and receiving skills and put them into simple game situations. • Develop an understanding of simple rules when working with partners or in small groups. • Move fluently, changing direction and speed to avoid collisions • Show control and accuracy when rolling/sliding, aiming, and receiving. • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball, and kicking. Balance: Am I stable, can I hold my body balance. • Co-ordination: Moving on my own moving with a partner, moving whilst using a piece of equipment e.g. with a hockey stick. 	<ul style="list-style-type: none"> • Explore rolling and sliding activities with a range of small equipment (bean bags, balls). • Develop sending and receiving skills and put them into simple game situations. • Develop an understanding of simple rules when working with partners or in small groups • Move fluently, changing direction and speed to avoid collisions • Show control and accuracy when rolling/sliding, aiming, and receiving. • Understand the concept of tracking and get in line with ball to receive it. • Perform a range of dribbling skills with control. • Show good awareness of others when moving with or without the ball. • Balance: Am I stable, can I hold my body balance. • Co-ordination: Moving on my own moving with a partner, moving whilst using a piece of equipment e.g. with a hockey stick. • Playing simple games to understand tactics and rules.

<p>Recognise, observe and apply rules in competitive and cooperative games and use and apply simple tactics</p>	<ul style="list-style-type: none"> • Teaching children how to score games. • Explore different ways of sending equipment so it's difficult to intercept or stop. • Playing simple games to understand tactics and rules. 	<ul style="list-style-type: none"> • Teaching children how to score games. • Understand tactics for aiming & need for accuracy. • Explain the difference between helping a partner & need for accuracy. • Explore different ways of sending equipment so it's difficult to intercept or stop. • How to defend their targets/ make it difficult for them to score. • Playing simple games to understand tactics and rules. 	<ul style="list-style-type: none"> • Teaching children how to score games. • Understand tactics for aiming & need for accuracy. • Explain the difference between helping a partner & need for accuracy. • Explore different ways of sending equipment so it's difficult to intercept or stop. • How to defend their targets/ make it difficult for them to score • Understand the concepts of aiming and judging distances, and moving into space. • Learn the qualities of different implements and which are easier to use in chosen situations. • Learn how to adapt to the position of others in game situations • Playing simple games to understand tactics and rules.
<p>Perform dances / gymnastic routines using simple movement patterns</p>	<ul style="list-style-type: none"> • Performing a range of balances working with control. Showing movement and stillness in their dance or gymnastics • Explore ways of travelling at different levels along different pathways or using apparatus. • Show awareness of each other, floor spaces, mats, and small apparatus. • Explore Rhythmic gymnastics using ribbon sticks, balls, and hoops. • Exploring different types of shapes. • Perform a range of jumps and leaps 	<ul style="list-style-type: none"> • Performing a range of balances working with control, accuracy. Showing movement and stillness in their dance or gymnastics. • Perform a range of leaps/ jumps that show control at both take-off and landing. • Explore ways of travelling at different levels and speeds along different pathways or using apparatus. • Show awareness of each other, floor spaces, mats, the equipment and apparatus. • Explore Rhythmic gymnastics using ribbon sticks, balls, and hoops. • Working together in small groups or in 	<ul style="list-style-type: none"> • Performing a range of balances working with control, accuracy, and efficiency. Showing movement and stillness in their dance or gymnastics routines. • Perform a range of leaps/jumps that show power, control, and consistency at both take-off and landing. • Explore ways of travelling at different levels and speeds along different pathways or using small and large pieces of apparatus. • Show awareness of each other, floor spaces, mats, the equipment, and apparatus. • Explore Rhythmic gymnastics using ribbon

		<p>partner work.</p> <ul style="list-style-type: none"> • Mirroring each other • Linking the movements and basic steps they have learnt, whilst working under control 	<p>sticks, balls, and hoops.</p> <ul style="list-style-type: none"> • Working together in small groups or in partner work. • Showing fluent control with their movement in dance. • Mirroring each other. • Perform skills on the floor and large apparatus. • Create simple movement phases with clear start and finish positions in routines, link all movements they have learnt with basic steps, whilst working under control.
Evaluating and improving performance	<ul style="list-style-type: none"> • Watch others movements carefully. • Describe what they have done or seen others do. 	<ul style="list-style-type: none"> • Watch others movements carefully. • Describe what they have done or seen others doing. • Copy what they see and explain why this is good. 	<ul style="list-style-type: none"> • Watch others movements carefully. • Describe what they have done or seen others doing. • Copy what they see and explain why this is good.
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • Explain how their body feels before and during exercise. • Can they feel their heart beating fast and slow. 	<ul style="list-style-type: none"> • Understanding the benefits of regular exercise and explain how they feel when they exercise. • Understand why it's important to stay fit and healthy 	<ul style="list-style-type: none"> • Understanding the benefits of regular exercise and explain how they feel when they exercise. • Understand why it's important to stay fit and healthy. • Describe what it feels like when they breathe faster during exercise. • Explain why running and playing games is good for them.

Acquiring and developing skills – master basic movements and develop coordination of their own physical movements including running, jumping, throwing and catching in isolation and combination

Recognise, observe and apply rules in competitive and cooperative games and use and apply simple tactics– take part in competitive games modified where appropriate and apply basic skills for attacking and defending showing a knowledge of why this is important

Perform dances / gymnastic routines using simple movement patterns – Use skills learnt to perform basic movement patterns to create a dance / gymnastics sequence and perform in front of an audience

Evaluating and improving performance – compare performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge and understanding of fitness and health – understand the benefits of regular exercise and how they feel when they exercise, demonstrate all round safe practice when handling equipment, safety of self and others and playing within accepted rules and conventions.