

Y-R PE

Y 1

Games.	Gym	Dance
G1-Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.	Gm1 - Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing	D1- Progress towards a more fluent style of moving, with developing control and grace.
G2- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	Gm2 - Develop overall body-strength, balance, coordination	D2- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor..
G3 - Negotiate space and obstacles safely, with consideration for themselves and others.	Gm3 - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	D3- Combine different movements with ease and fluency.
G4- Demonstrate strength, balance and coordination when playing.	Gm4- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	D4- Develop the foundations of a handwriting style which is fast, accurate and efficient.
G5 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		D5- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene
G6- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball		D6- Listen attentively, move to and talk about music, expressing their feelings and responses.
G7-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.		D7 - Watch and talk about dance and performance art, expressing their feelings and responses
		D8- Return to and build on their previous learning, refining ideas and developing their ability to represent them
		D9 - Create collaboratively, sharing ideas, resources and skills.
		D10- Explore and engage in music making and dance, performing solo or in groups.

Topic coverage					
Autumn 1 This is me!	Autumn 2 Our wonderful world	Spring 1 A world of pure imagination	Spring 2 All creatures great and small	Summer 1 Happily, ever after	Summer 2 Little people, big adventures.
	GM1 GM2 GM3 GM4	D1 D2 D3 D4 D5 D6 D7		G1 G2 G3 G4 G5 G6	
Vocabulary					
Stretch, Balance, Zig-zag, Travelling, Rolls – teddy bear, log roll, rolling, running, crawling, hopping, walking skipping, jumping, climbing, Repeat, Sequence, Space, Perform, Speed, Sequence, Shape, space, hand, favourite, team, heavy, movement, safe, body strength , balance, coordination		Movement, Pattern, Rhythm, Steps, Stimuli Travel and stillness - gallop, skip, stand, hop, bounce, spring, turn, spin, freeze, statue, one leg. Direction – movement, forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Co-ordination, Copy, sequence, pattern, rhythm, match, independent, grip, control, listen, fluent, posture, accurate, talk,		Running, Jumping, Skipping, Direction, Forwards, Backwards, Sideways Throwing, Bounce, Pass, Control, Position, Space, Opposite team, Co-ordination, Participate, Team, Healthy Choice, Resources, Rules, batting, aiming, kicking, Balance, Coordination, Agility, Safe, Space, Obstacles, Strength, Balance, Energy, Skip, Hop, Run, Jump, Climb, Accurate.	
I will know ...					
How to use movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing How to develop overall body-strength, balance, coordination How to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. How to know and talk about the different factors that support their overall health and wellbeing:		How to use a more fluent style of moving, with developing control and grace. How to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. how to combine different movements with ease and fluency. How to develop the foundations of a handwriting style which is fast, accurate and efficient. How to develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene How to listen attentively, move to and talk about music, expressing their feelings and responses. How to watch and talk about dance and performance art, expressing their feelings and responses. How to return to and build on their previous learning, refining ideas and developing their ability to represent them		How to develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. How to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. How to negotiate space and obstacles safely, with consideration for themselves and others. How to demonstrate strength, balance and coordination when playing. How to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. How to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball How to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	

	<p>How to create collaboratively, sharing ideas, resources and skills.</p> <p>How to explore and engage in music making and dance, performing solo or ingroups.</p>	
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