

P.E- Lower Key Stage One - Kick and pass/Attack, defend and shoot Yr1 and Yr2

<u>Pupils should be taught to:</u>	How we do this in Y1	How we do this in Y2	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>Master basic movements including running, jumping, 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"> - Key kicking and passing techniques to be modelled to the children - Children should begin kicking with an effort to aim for a target - Good communication between children should be encouraged in both pairs and groups to indicate their intentions - Children should begin to identify useful spaces for passing and receiving a ball in an attempt to evade defenders 	<p>Continue to embed already taught vocabulary from previous year model where possible as a recap.</p> <p>Introduce new vocabulary where possible model</p> <ul style="list-style-type: none"> - Children to watch, review and replicate throwing techniques from both the teacher and their peers - Children’s kicking techniques should be increasing in accuracy - Develop eye to foot coordination - Participate in increasingly challenging games situations 	<p>Yr 1</p> <p>Beanbags, hoops, balls, cones, skittles, benches,</p> <p>Lesson plans – see PE folder on staffshared</p> <p>Yr 2</p> <p>Balls, beanbags, cones, hoops, mats, targets, skittles, goals, quoits</p> <p>Lesson plans – see PE folder on staffshared</p>	<p>Vocabulary Yr1 Aim, target, goal, defensive goal, defender, attacker, pass, dribble, opponent</p> <p>Vocabulary Yr2 Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.</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"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>Please note pupils should be active a minimum of 80% of the session</p>

	<ul style="list-style-type: none"> - Children should be able to change direction when moving away from a defender - Children should be able to send, receive and begin to dribble a ball with their feet - Understand when they are the attacker and when they are the defender - Some defending skills should be developed through the use of 'shadowing' - When kicking the ball, children should be showing some progression in using the side of the foot rather than their toes - Some control of the ball should be developing by keeping the ball close in front of the player <p>CRM</p>	<ul style="list-style-type: none"> - When kicking the ball, children should be improving when using the side of the foot rather than their toes - An understanding about when they are attacker should be shown in their effort to move into free space - An understanding of when the children are a defender should be shown in their efforts to shadow their opponent - Defending skills should be developed through the use of 'shadowing' in small and medium sized groups - Control of the ball should be developing by keeping the ball close in front of the player 			
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	<ul style="list-style-type: none"> - he/she can pass a ball to a partner using his/her hands and feet. - he/she can move into a given space within a game. - Chase, stop and control balls and other objects such as beanbags and hoops 	<p>CRM</p> <ul style="list-style-type: none"> - he/she can throw a ball underarm, over arm and use a bounce pass. - he/she can move into a given space to catch a ball. - he/she can stop a ball with his/her feet before passing it. - he/she is beginning to understand where to stand to make a game more difficult for an opponent. 			
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