

Question:

What can we learn from the frog?

Can I use the frog's life cycle in a dance?

National Curriculum Link

KS1 Dance Y1 – Life cycles (Example)

International Baccalaureate Learner Profile Link**Communicators**

- Express ourselves confidently and creatively
- Collaborate Effectively
- Respecting your own valuable thoughts

Open Minded

- Grow and learn from a range of points of view
- Seek and evaluate

Vocabulary Focus – highlighted in yellow**Prior Skills – 40 – 60+ months**

- Jumps off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment

New Skills – Y1

- Copies and explores basic movements and body patterns
- Remembers simple movements and dance steps
- Links movements to sounds and music.
- Responds to range of stimuli.

Future Skills – Y2

- Copies and explores basic movements with clear control.
- Varies levels and speed in sequence
- Can vary the size of their body shapes
- Add change of direction to a sequence
- Uses space well and negotiates space clearly.
- Can describe a short dance using appropriate vocabulary.
- Responds imaginatively to stimuli.

Knowledge, Skills and Understanding

- Copy and explore basic body actions demonstrated by the teacher
- Explore actions in response to stimuli
copy simple movement patterns from each other and explore the movement
- Explore ideas, moods and feelings by improvising and by experimenting with actions, directions, levels and a growing range of possible movements
- Choose movements to make up their own phrases
- Choose and link actions to make short dances that express an idea, mood or feeling and reflect rhythmic qualities
- Remember and repeat a short dance phrase and perform it in a controlled way
- Practise and repeat their movement phrases and perform them in a controlled way, showing coordination and spatial awareness
- Perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings

Challenge

- Can they describe dance phrases and expressive qualities?
- Can they link their movement to changes in pitch and speed of music?
- Can they demonstrate their work individually and as part of a group?

Resources <ul style="list-style-type: none"> • Music (LCP CD) • CD player • Pictures of frogs and tadpoles • Videos of frog movements and behaviour 	Website/Apps
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Measuring distance with different body parts
	WOW Experience Film dance at the end of term to be displayed on school website
Cross Curricular Links Art & Design - Design and make finger tadpoles out of felt. Design and make a frog mask for the dance Geography - Find out about tropical frogs ICT - Use the Internet to find out information on frogs and tadpoles. Use <i>Paint</i> to draw a tadpole or frog Language - How many words use the letter pattern 'og'? e.g. frog, log, dog, cog. Talk about other life cycles, such as the life cycle of a butterfly. Read 'The Very Hungry Caterpillar' Music - Learn the song 'Five little speckled frogs'	

Question:

Can I learn to run as fast as Katarina Johnson Thompson?

How does he do it?

National Curriculum Link

KS1 Athletics Y1

International Baccalaureate Learner Profile Link**Risk Takers**

- *Work independently and with others*
- *Be resilient in the face of challenge*
- *Trying something new*

Reflective

- *Understand our strengths and weaknesses to help us improve/get better*
- *Setting goals*
- *Assessing and evaluating your own and your peers skills*

Vocabulary Focus – highlighted in yellow**Prior Skills – 40 – 60+ months**

- Shows increasing control over an object in **pushing, patting, throwing, catching or kicking** it.

New Skills – Y1

- Can **run** at different speeds.
- Can **jump** from a **standing** position
- Performs a variety of throws with basic control.

Future Skills – Y2

- Can **change speed** and direction whilst running.
- Can jump from a **standing** position with accuracy.
- Performs a variety of **throws** with control and co-ordination.
- *preparation for shot put and javelin*
- Can use equipment safely

Knowledge, Skills and Understanding

- Throw with increasing accuracy and coordination into targets set at different distances
- Demonstrate a range of throwing actions
- Use different techniques and effort to meet challenges set for throwing
- Use different techniques, speeds and effort to meet challenges set for running and jumping
- Demonstrate the five basic jumps on their own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing

Challenge

- Can they recognise the different running styles and when they should use them?
- Can they demonstrate their work individually and as part of a group?

Resources

- Cones
- Beanbags
- Target mats
- Throw down spots
- Measuring wheel

Website/Apps

<http://www.bbc.co.uk/learningzone/clips/topics>

Extended Writing Opportunities**Suggested Quality Texts****Numeracy Skills**

Developing awareness of distance

WOW Experience

End of term whole year group athletics competition. Sports day.

Cross Curricular Links

Science

Naming parts of the body – activity sheet

English

Using appropriate language for athletic activity, e.g. sprint, run, forwards, safely, space

PSHE

Building on self-esteem and self-confidence by achieving simple athletic challenges

Question:

How can I find space during games in PE?

Is it the same moving on the playground?

National Curriculum Link

KS1 Games Y1

International Baccalaureate Learner Profile Link***Caring***

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow**Prior Skills – 40 – 60+ months****Skills**

- Shows increasing control over an object in **pushing, patting, throwing, catching or kicking** it.
- Travels with confidence and skill **around, under, over and through** balancing and climbing equipment

New Skills – Y1

- Can travel in a variety of ways including **running and jumping**.
- Beginning to perform a range of throws.
- Receives a ball with basic **control**
- Beginning to develop **hand-eye** coordination
- Participates in simple games

Future Skills – Y2

- Confident to send the ball to others in a range of ways.
- Beginning to apply and combine a variety of skills (to a game situation)
- Develop strong **spatial** awareness.
- Beginning to develop own games with peers.
- Understand the importance of rules in games.
- Develop simple **tactics** and use them appropriately.
- Beginning to develop an understanding of **attacking/ defending**

Knowledge, Skills and Understanding

- Move fluently, changing direction and speed easily and avoiding collisions
- Recognise space in their games
- Show control and accuracy with the basic actions for underarm throwing and kicking
- Show control and accuracy with the basic actions for rolling and throwing
- Show control and accuracy with the basic actions for rolling and underarm throwing
- Move fluently, changing direction and speed easily and avoiding collisions
- Understand the concepts of aiming and taking the ball to a good position for aiming
- Show control and accuracy with the basic actions for rolling, underarm throwing and kicking
- Understand the concept of tracking, and get in line with the ball to receive it

Challenge

- Can they now choose and use skills effectively for particular games?
- Can they recognise when to attack and when to defend?

Resources**Website/Apps**

<ul style="list-style-type: none"> • Cone • Tennis Balls • Dodgeballs • Footballs • Hoops • Benabags • Quoits • Basketballs 	Ipad – micoach app
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Awareness of space Learning about shape and space How to score points in a game
	WOW Experience End of term multi-skills competition
Cross Curricular Links Music - Singing circle games PSHE - Learning how to work together in a small group	

Question:

Can I learn to balance and roll with control?

How do I create a sequence?

National Curriculum Link

KS1 gymnastics Y1

International Baccalaureate Learner Profile Link***Inquirer***

- *Learning how to do new things independently*
- *Try to solve problems by asking and answering questions*

Principled

- *Follow the rules, even when not being watched by others*
- *You are fair*

Vocabulary Focus – highlighted in yellow**Prior Skills – 40 – 60+ months**

- **Jumps** off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through **balancing and climbing** equipment

New Skills – Y1

- Copies and explores basic movements with some **control** and coordination.
- Can perform different body shapes
- Performs at different levels
- Can perform 2 footed **jump**
- Can use **equipment** safely
- Balances with some control
- Can link 2-3 simple movements

Future Skills – Y2

- Explores and creates different **pathways** and patterns.
Uses equipment in a variety of ways to create a **sequence**
- Link **movements** together to create a sequence

Knowledge, Skills and Understanding

- perform basic gymnastic actions, including travelling, and stay still when required
- make up and perform simple movement phrases in response to simple tasks
- manage the space safely, showing good awareness of each other, mats and apparatus
- carry and place appropriate apparatus safely, with guidance
- perform basic gymnastic actions, including travelling and jumping, and stay still when required
- manage the space safely, showing good awareness of each other, mats and apparatus
- link and repeat basic gymnastic actions
- perform movement phrases with control and accuracy

Challenge

- Can they watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language?
- Can they include different methods of travel into sequences?

Resources

- Mats
- Gym Tables
- Benches

Website/Apps

Gym

http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml

<ul style="list-style-type: none"> • Safety mattresses • Apparatus • Soft play equipment 	Science http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulating.shtml
Suggested Quality Texts	Extended Writing Opportunities
	Numeracy Skills Repeating patterns WOW Experience Perform sequences and performances and film them to be displayed on school website.
Cross Curricular Links Language - Describe and talk about what they and others do. Record their gymnastic sequence in pictures and words Sequencing - Complete the activity sheet by putting the gym sequence in order or draw another sequence of pictures, e.g. 'My day at school' PSHE - Health and safety – Where should apparatus be placed and why? Music - Singing circle games Science - Exploring forces and motion, e.g. pushes and pulls. Discussion about weight-taking, e.g. sitting on a chair or leaning forwards on hands – How is weight distributed?	

Question: How do I make choices to lead a healthy lifestyle?		
National Curriculum Link KS1 Fitness		
International Baccalaureate Learner Profile Link Knowledge <ul style="list-style-type: none"> • Work hard to gain an understanding • Showing your understanding in many forms 		
Vocabulary Focus – highlighted in yellow		
Prior Skills - Up to 60+ Months	New Skills – Y1 & Y2	Future Skills – Y3 & Y4
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe

Knowledge, Skills and Understanding <ul style="list-style-type: none"> • Concentrate on control and accuracy during aerobic activities. • Concentrate on speed and power during aerobic activities. • Use basic skills in a variety of fitness building scenarios. • Focus on good quality movement during light resistance activities. • Work in groups for safety and performance review. • Improve their ability to choose and use simple techniques.
Challenge <ul style="list-style-type: none"> • Can they recognise what position their bodies need to be during different techniques? • Can they identify the benefits of attaining an all round fitness level? • Can they recognise the benefits of leading a healthy lifestyle? • Can they demonstrate their work to other members of the group?

Resources <ul style="list-style-type: none"> • Beanbags • Cones • Hoops • Balance boards • Steps • Skipping ropes • Outdoor fitness equipment • Fitness trail • Resistance bands/bars • Medicine ball • Mats 	Website/Apps www.change4life.co.uk www.brainmac.co.uk
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting repetitions and sets Learning about space and shape
	WOW Experience Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
Cross Curricular Links Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance.	

