Year 1 Physical Education Curriculum

A clear overview of the Year 1 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 1 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**Health and Wellbeing**	THE UNIT PURPOSE The unit of work will introduce pupils to the importance of physical activity and how exercise affects the body. Pupils will explore simple exercises and begin to recognise changes such as increased heart rate and quicker breathing. Pupils will learn why warming up is important and how exercise supports health and wellbeing. KEY SUCCESS CRITERIA	VOCABULARY FOR LEARNING Exercise: Exercise is being physically active while playing a game or performing an activity. Movement: Is when our body changes position, place or posture. Heart: Our heart is a muscle that pumps blood around our body.

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		Pupils will understand basic changes that happen in their body during exercise. Pupils will know why exercise is important for staying healthy. Pupils will show self-belief by taking part, trying new activities and continuing to try their hardest. Pupils will begin to demonstrate life skills such as empathy and teamwork by supporting and encouraging others.	Heartbeat: Our heartbeat is the regular movement or sound that our heart makes as it sends blood around our body. Breathing: Is the process of moving air into and out of our lungs. Oxygen: Is a gas that we breathe into our lungs. Oxygen is our body's energy. Warm Up: A warm-up is a short activity or exercise that is undertaken prior to more intense physical activity or sport. The aim of a warm-up is to prepare our bodies both physically and mentally.
Autumn 2	**Locomotion Jumping**	THE UNIT PURPOSE The unit of work will develop pupils' jumping skills. Pupils will explore jumping in different directions, at different speeds, and at different heights and distances. Pupils will learn how to take off and land safely using their head, arms and feet. KEY SUCCESS CRITERIA Pupils will jump and land safely with control and balance. Pupils will change direction and speed when jumping. Pupils will explore different jumping techniques and begin to improve their performance. Pupils will develop life skills such as fairness and empathy as they follow the rules and encourage others.	VOCABULARY FOR LEARNING Jumping: Is a form of moving where we use our body to propel ourselves off a surface and into the air. Distance: Is defined as the length of space between two points. This might mean how far an athlete has jumped. Height: Is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped. Speed: Is the ability to move all or part of the body as quickly as possible. Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we

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			should land on two feet, bending our knees to absorb the impact. Hopping: Is to continuously jump on one foot at the same time.
Spring 1	**Gymnastics**	THE UNIT PURPOSE The unit of work will develop pupils' basic gymnastics movements and balances. Pupils will explore high and low movements, create shapes and begin to link movements together. Pupils will use apparatus safely and start to identify features of their own and others' work. KEY SUCCESS CRITERIA Pupils will perform basic balances and movements with control. Pupils will move confidently in different ways on the floor and on apparatus. Pupils will begin to link movements together using simple transitions. Pupils will show self-belief and develop life skills such as empathy and gratitude by encouraging and congratulating others.	VOCABULARY FOR LEARNING Balance: A balance is when the body is held still in a controlled position. Shapes: Another word for balancing. Pupils must hold a shape still. High: This means moving or balancing in ways where the body is high up away from the floor. Low: This means moving or balancing in ways where the body is low to the floor. Apparatus: The term apparatus refers to a piece of equipment that is used in gymnastics. For example, a bench, vault or balance beam. Over: This refers to when the body is moving over the top of a piece of apparatus. Under: This refers to when the body is moving underneath a piece of apparatus. Transition: The term transition means to move into and out of basic movements, actions or balances.

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Spring 2	**Ball Skills Feet**	THE UNIT PURPOSE The unit of work will enable pupils to develop control when moving with a ball using their feet. Pupils will develop their dribbling technique and understand where and why we dribble, keeping control and moving into space. KEY SUCCESS CRITERIA Pupils will dribble a ball with control. Pupils will move the ball into spaces while avoiding defenders. Pupils will apply concentration skills by focusing on the ball and listening carefully to instructions. Pupils will develop life skills such as fairness and empathy as they encourage and support each other.	VOCABULARY FOR LEARNING Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders. Defender: We are considered a defender when we are not in possession of the ball. The aim of the game for defenders is to try and prevent the attackers from scoring. Space: Is an open area on the pitch that is unoccupied by a defender or the defending team. Opponent: Means a player on the other team. If we are an attacker dribbling, we need to keep the ball away from the defender who is our opponent. Dribbling: Is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch. Control: Means keeping the ball close to us, preventing the defenders from gaining possession.

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Summer 1	**Ball Skills Hands**	THE UNIT PURPOSE The unit of work will develop pupils' throwing, catching and rolling skills. Pupils will begin to understand why we aim when sending a ball and how to be ready to receive and catch a ball. KEY SUCCESS CRITERIA Pupils will throw, catch and roll a ball with control. Pupils will aim towards a target with developing accuracy. Pupils will be ready to receive a ball. Pupils will develop life skills such as concentration, fairness and empathy as they focus on the task, follow instructions and support each other.	VOCABULARY FOR LEARNING Control: Means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. Accuracy: Is the ability to control where we throw or roll an object. Aiming: Is the ability to use our bodies to direct an object towards a target. Distance: Is defined as the length of space between two points. This usually means how far an object has been thrown. Power: Is the intensity and speed that an object is thrown or rolled. Throwing: Means using your arm or hand to propel a ball with force through the air to a specific target or area. Catching: Means holding the ball with our hands when it is hit or thrown to us, usually before it touches the ground. Rolling: Is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.
Summer 2	**Rackets, Bats and Balls**	THE UNIT PURPOSE The unit of work will introduce pupils to striking and controlling objects using their hands and simple equipment.	VOCABULARY FOR LEARNING Accuracy: Is the ability to control where we push or hit an object.

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		Pupils will explore different ways of hitting, pushing and balancing objects using a racket or bat, developing coordination, accuracy and control. KEY SUCCESS CRITERIA Pupils will strike or push an object with control. Pupils will balance an object on a racket or bat. Pupils will focus on the object and use equipment safely. Pupils will understand why we send an object into space when striking. Pupils will show fairness, empathy, courage and self-belief as they follow rules, encourage others and work hard to improve their control.	Space: Is an open area that is unoccupied by another player. Control: Means keeping the object close to us and preventing it from touching the floor. Power: Is the intensity and speed that we hit an object in the air or towards a target. Aiming: Is the ability to use our hands or equipment to direct an object towards a target or space. Score: Is the number of points achieved in a game or by an individual, pair or team. Hitting: Means striking an object with purpose towards a target or open space. Pushing: Is a method of sending an object by extending our hands or equipment away from the body to direct it towards a target or open space.