



Ready,  
Respectful,  
Safe

## Year 1 PE Overview

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>PE- Year 1</b>	<b>EYFS NC Objectives</b>		
	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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. Participate in team games, developing simple tactics for attacking and defending.</p>		
	<p><b>Fundamental skills</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To move with control, changing direction and speed when playing avoiding and chasing games.</li> <li>To catch a large ball with two hands consistently.</li> <li>To demonstrate good coordination skills when using hands to dribble a large ball.</li> <li>To use an underarm throw to accurately send a ball or bean bag to a partner or at targets.</li> <li>To catch a bean bag or small ball with two hands.</li> </ul> <p><b>Thinking outcomes-</b></p>	<p><b>Gymnastics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To move confidently in different ways, using changes in speed, level, direction and combine.</li> <li>To show control and balance when performing in a range of jumps.</li> <li>To perform and link different balances and shapes with control and strength.</li> <li>To develop a range of different rocking actions.</li> <li>To begin to perform a forward roll.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To discuss and demonstrate how to change speed and direction to avoid others and find space.</li> <li>To describe what they have seen using appropriate language.</li> </ul>	<p><b>Games</b></p> <p><b>Physical outcomes-</b></p> <p>To move with control, changing direction and speed when playing avoiding and chasing games.</p> <ul style="list-style-type: none"> <li>To accurately throw underarm.</li> <li>To catch a large ball or small ball with two hands consistently.</li> <li>To kick and strike a ball to a partner or at a target with accuracy and control.</li> <li>To move a ball around an area using the feet and a racket.</li> </ul> <p><b>Thinking outcomes-</b></p> <p>To identify space and move into it when playing chasing and avoiding games.</p> <ul style="list-style-type: none"> <li>To use basic tactics for attacking and defending.</li> <li>To understand that they can work cooperatively and competitively with a partner.</li> </ul>

	<ul style="list-style-type: none"> <li>• To identify space and move into it when playing chasing and avoiding games.</li> <li>• To discuss which skills/ideas they can use within a game.</li> <li>• To use basic tactics for attacking and defending.</li> <li>• To change skills in response to what a partner or opponent is doing.</li> <li>• To identify good examples of skills and copy them.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To talk about the skills and ideas they have used well.</li> <li>• To discuss what they have achieved within a game.</li> <li>• To talk about the skills and ideas they have used, including how they have helped them to perform better in a competitive game.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explain how practicing their skills and playing games can make them feel warmer.</li> <li>• To describe how their body feels when they are exercising.</li> </ul>	<p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explain which skills and ideas have worked well.</li> <li>• To describe what they have seen (individual actions, shapes and sequences).</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To move apparatus (mats) safely.</li> <li>• To explain how their body feels when tense.</li> <li>• to explain how their body feels during relaxation.</li> </ul> <p style="text-align: center;"><b>Athletics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To use agility to change direction at pace.</li> <li>• To use underarm throw for accuracy.</li> <li>• To develop over-arm, throw for accuracy and power.</li> <li>• To apply jumping, agility and throwing in different events.</li> <li>• To land safely with control and balance when performing as range of jumps.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To know when to use underarm and over arm throw.</li> <li>• To explain how to jump/throw further.</li> </ul>	<ul style="list-style-type: none"> <li>•To improve the quality of an underarm throw, using feedback from a teacher or partner.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>•To talk about the skills and ideas they have used well.</li> <li>•To discuss what they have achieved within a game.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <p>To explain how practising their skills and playing games can make them feel warmer.</p> <ul style="list-style-type: none"> <li>•To describe how their body feels when they are exercising.</li> <li>•To describe how their body feels before starting, during and after a PE lesson.</li> </ul>
--	---	--	---

	<ul style="list-style-type: none"> <li>• To describe how their body feels before starting, during and after PE lessons.</li> </ul> <p style="text-align: center;"><b>Dance</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To create movements to resemble a specific theme/character.</li> <li>• To use different levels within a dance to help portray a character/story.</li> <li>• To remember and repeat a short movement phrase in time with the beat and the other group members.</li> <li>• To perform movements at different speeds to help tell a story.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To describe and identify which movements accurately and expressively represent their animal, giving reasons why particular actions have been chosen.</li> <li>• To know what a level is and why we include them in our dance routine.</li> </ul>	<ul style="list-style-type: none"> <li>• To select the appropriate jump which allows them to jump the furthest.</li> <li>• To link umps together to achieve a greater distance.</li> <li>• To follow basic rules for different events.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To talk about how they can score more points in a game or activity.</li> <li>• To discuss whether they have beaten their personal bets.</li> <li>• To give feedback to a partner relating to key teaching points.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand and talk about why it is good for them to take part in physical activity.</li> <li>• To understand why they become out of breath during exercise.</li> <li>• To identify which type of movements (slow, medium or fast) have the greatest effects on our heartbeats.</li> </ul>	
--	--	--	--

	<ul style="list-style-type: none"><li>• To describe the different speeds used in the dance and explain why they have been used.</li></ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"><li>• Discuss which skills they can use within an activity.</li><li>• To recognise different ideas that are being used and use them to help improve their own performance.</li><li>• To describe how dance makes them feel and how different feelings can be shown through dance.</li></ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"><li>• To know the position of the heart and how dance and exercise their heartbeat.</li><li>• To give a basic explanation of why breathing rate increases with exercise.</li><li>• To know how to get heart and breathing rate back to normal after exercise.</li></ul>		
--	---	--	--

Vocabulary	<p><b>Underarm, control, accurate, direction, dribble, attack, space.</b></p> <p><b>Character, feeling, levels, speed, habitat.</b></p>	<p><b>Rocking, apparatus, sequence, balance, tense/tension.</b></p> <p><b>Agility, overarm, underarm, control, heart, breathing</b></p>	<p><b>underarm, control, accurate, direction, strike.</b></p>
------------	---	---	---