

Physical Education Key Stage 1

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS1 Physical Education is formed of 3 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Multi skills activity	Year 1, Year 2	10
2 Dance activity: imaginative journeys	Year 1, Year 2	3
3 Gymnastics activity: balancing	Year 1, Year 2	5



3. Lessons

Unit 1 Multi skills activity

10 Lessons

Lesson number	Lesson question	About the lesson
1.	How do I feel safe, experience success and feel happy?	<p>Pupils will learn</p> <ul style="list-style-type: none">• Pupils will be involved in walking and running activities.• Pupils will feel successful and enjoy activity.• Pupils will know how to warm up and cool down.• Pupils know basic safety rules (stop/start as well as health and hygiene rules). <p>Lesson vocabulary</p> <ul style="list-style-type: none">• Safe, success, happy <p>Equipment</p> <ul style="list-style-type: none">• Items (cones or similar) to create a start / end point. <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">• Skills: warm-up, cool-down <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.

2.

How do I improve my stability when moving?

Pupils will learn

- Pupils will be involved in walking, running and balancing activities.
- Pupils will know basic safety rules.
- Pupils will know what constitutes a balance or a moving balance.
- Pupils will know how to improve their balance.

Lesson vocabulary

- Muscles

Equipment

- Items (cones or similar) to create a start / end point.

Essential additional subject-specific information

- Skills: stability, balance, control

Guidance warnings

- Physical activity required.
-



3.

What does my body do when I move?

Pupils will learn

- Pupils will be involved in walking and running activities.
- Pupils will know the effects of exercise on the body (heart rate / breathing rate).
- Pupils will know how to stop and start safely.
- Pupils will be able to describe how to change direction / change speed (demonstrate what body parts move and how they move).

Lesson vocabulary

- Heart rate, breathing rate, direction, speed

Equipment

- Items (cones or similar) to create a start / end point / zig-zag course.

Essential additional subject-specific information

- Skill: coordination

Guidance warnings

- Physical activity required.
-



4.

How quickly and easily can my body move in different ways?

Pupils will learn

- Pupils will be involved in walking and running activities.
- Pupils will be able to describe the movement for different planes: (forward/backward; side to side / demonstrate what body parts move and how they move).
- Pupils will be able to compare and contrast agility and speed for different running planes / directions.

Lesson vocabulary

- Speed, agility, compare, contrast

Equipment

- Items (cones or similar) to create their own course.

Guidance warnings

- Physical activity required.
-



5.

How do I manage my emotions to improve in different challenges?

Pupils will learn

- Pupils will be involved in walking and running activities.
- Pupils will devise and engage in personal challenges demonstrating fairness.
- Pupils will develop basic language to articulate / write down ways to improve their personal best.
- Pupils will have the space to share their emotions / feelings before / during / after activity.

Lesson vocabulary

- Challenge, emotions, manage, fair

Equipment

- Items (cones or similar) to create their own course
Stopwatch / device with second hand etc.

Guidance warnings

- Physical activity required.
-



6.

How can I jump further and higher?

Pupils will learn

- Pupils will be involved in jumping activities.
- Pupils will know basic safety rules.
- Pupils will be able to compare and contrast body parts and how they move when jumping for height / jumping for distance.
- Pupils will develop basic language to articulate / write down ways to improve their personal best.

Lesson vocabulary

- Power, compare, contrast.

Equipment

- Items (cones or similar) to mark start and landing points
Wall and chalk marker.

Essential additional subject-specific information

- Skill: jumping

Guidance warnings

- Physical activity required.
-



7.

How does continuous and regular activity affect my body?

Pupils will learn

- Pupils will be involved in jumping activities.
- Pupils will use basic terminology to describe the effects of exercise on their body.
- Pupils will explain how exercise may keep individuals healthy and well.

Lesson vocabulary

- Continuous, fatigue, health, wellbeing.

Equipment

- Items (cones or similar) to mark start & landing points.
Wall & chalk marker
Stopwatch/device with second hand.

Guidance warnings

- Physical activity required.
-



8.

How can I control my underarm and overarm throws so they are accurate?

Pupils will learn

- Pupils will be involved in sending activities.
- Pupils will develop hand-eye coordination.
- Pupils will learn control and accuracy over short / long distances.
- Pupils will learn to manage adverse feelings.

Lesson vocabulary

- Target

Equipment

- Small sponge ball Large sponge ball Screwed up paper Target (e.g. hoop / chair etc.)

Essential additional subject-specific information

- Skills: control, accuracy, coordination

Guidance warnings

- Physical activity required.
-



9.

How can I improve my control and accuracy when throwing and catching?

Pupils will learn

- Pupils will be involved in sending and receiving activities.
- Pupils will develop hand-eye coordination.
- Pupils will learn to manage adverse feelings.
- Pupils will record attempts and monitor their progress.

Lesson vocabulary

- Evaluate, record, monitor

Equipment

- Small sponge ball Large sponge ball Screwed up paper

Guidance warnings

- Physical activity required.
-



10.

How can I improve my body to control objects when I am moving?

Pupils will learn

- Pupils will be involved in object control activities.
- Pupils will learn to combine elements of effort, space and time using objects.
- Pupils will learn to identify strengths and weaknesses.

Lesson vocabulary

- Combine, components.

Equipment

- Large sponge ball Football basketball Rugby ball or similar (e.g. cushion)

Guidance warnings

- Physical activity required.





Lesson
number

Lesson question

About the lesson

1.

Footprints - an introduction to pathways

Pupils will learn

- Pupils will learn to copy and explore the 5 basic body actions, responding to different accompaniment.
- Pupils will recognise how their body feels when still and when moving.
- Pupils will know how to take part safely (HRE link).

Lesson vocabulary

- Travel, stillness, pause, changes of direction, safety rules

Equipment

- Music and visual stimuli

Essential additional subject-specific information

- Skills: warm-up, cool-down

Guidance warnings

- Physical activity required.

2.

Jack and the Beanstalk: an introduction to storytelling through dance

Pupils will learn

- Pupils will explore the use of the whole body and different body parts when using the 5 basic body actions.
- Pupils will describe what they see and do.
- Pupils will know how to warm-up.

Lesson vocabulary

- Body actions, directions, observe, fast speed, slow speed, safety

Equipment

- Music, action words, visual stimuli

Essential additional subject-specific information

- Skills: warm-up, cool-down, modifying speed in action

Guidance warnings

- Physical activity required.
-



3.

Travelling: an introduction to sequence building

Pupils will learn

- Pupils will create a simple dance phrase with a clear beginning and end.
- Pupils will learn to communicate different moods, feelings, show expression through their face and posture and to respond to different stimuli using stories.
- Pupils will enjoy watching people dance in different contexts and describe what they can see and feel.
- Pupils will know the effects of exercise on our body when dancing (HRE link).

Lesson vocabulary

- Action, space, dynamics, happy, sad, heart, lungs, muscles

Equipment

- Music, action words, visual stimuli, video, pictures, story books

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

An introduction to basic balance

Pupils will learn

- Pupils will learn the basic balances and perform them in different ways
- Pupils will know basic safety rules (HRE link).

Lesson vocabulary

- Safe, star balance, tuck balance, straight balance, straddle balance, pike balance

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, warm-up and cool-down

Guidance warnings

- Physical activity required.

2.

Exploring travelling movements

Pupils will learn

- Pupils will learn to link the basic balances with travelling actions.
- Pupils will know how to warm up and cool down (HRE link).

Lesson vocabulary

- Star balance, tuck balance, straight balance, straddle balance, pike balance, turn, spin, twist, side step, bunny hop, safety, warm-up, cool-down

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, travelling, warm-up and cool-down,

Guidance warnings

- Physical activity required.
-



3.

Exploring linking rolls and balances

Pupils will learn

- Pupils will learn to link basic balances with rolling movements.
- Pupils will know the effects of exercise on our mood (HRE link).

Lesson vocabulary

- Star balance, tuck balance, straight balance, straddle balance, pike balance, egg roll, log roll, rock and roll, healthy mind, brain, breathing rates and heart rates

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, rolling

Guidance warnings

- Physical activity required.
-



4.

Introducing intermediate balance

Pupils will learn

- Pupils will learn the intermediate balances and perform them with control.
- Pupils will know the effects of gymnastics on our body : brain muscles, bones, heart, lungs.

Lesson vocabulary

- Front balance, support balance, back support balance, side support balance, dish balance, arch balance, shoulder stand balance, tension, brain, muscles, bones, heart, lungs, fatigue

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, control

Guidance warnings

- Physical activity required.
-



5.

Creating a basic sequence linking balances and travel

Pupils will learn

- Pupils will learn to create a basic sequence using a variety of balances and travelling movements.
- Pupils will know the effects of exercise on the body's responses (heart rate / breathing rate).

Lesson vocabulary

- Sequence, balance, travel, star balance, tuck balance, straight balance, straddle balance, pike balance, front balance, support balance, back support balance, side support balance, dish balance, arch balance, shoulder stand balance, turn, spin, twist, egg roll, log roll, rock and roll, heart rate, breathing rate, oxygen, carbon dioxide, fatigue.

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, travelling, rolling

Guidance warnings

- Physical activity required.
-



4. Learn More



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Section title

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1. Oak's primary PE curriculum



Our aim is to help all pupils continue to access Physical Education (PE) even if they or their teacher cannot attend school. We have provided a comprehensive bank of both stand-alone PE lessons, alongside full units of work should a pupil or teacher be absent from school for a sustained period of time.

The lessons produced aim to be fun, engaging and developmental. They have largely been developed so they can be accessed in an indoor environment with no specialised equipment. Learning is focussed on developing both physical and cognitive skills and is sequenced and scaffolded, and each activity can be adapted to accommodate the learning needs of the individual pupil, and to increase and decrease the difficulty of each task. Deliberate practice is built into each lesson to allow pupils time to secure learning.

It is vitally important that pupils continue to access physical activity, and we encourage all pupils to be physically active for a minimum of thirty minutes-a-day. These PE lessons will help provide structure and learning to help achieve both physical and personal outcomes.

The Oak PE curriculum will provide opportunities for all pupils to develop their physical confidence and competence in a way that supports their health and fitness. Opportunities are also provided for pupils to develop life skills and build character.

The Oak PE curriculum will aim to help pupils to:

- develop a confidence and love of moving
- learn through moving
- develop competence in a broad range of physical activities
- be physically active for sustained periods of time
- enjoy and experience daily physical activity including personal competition
- understand how physical activity impacts on mental health and cognitive performance as well as physical health
- lead healthy active lives
- develop essential life skills and resilience

2. Coherence and flexibility



This PE curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit. Schools will have developed their curriculum in a variety of ways using the national curriculum as a benchmark. The national curriculum provides significant flexibility for curriculum planners of physical education so teachers should access the unit they are covering at their school at the time the units are needed for home learning.

Schools can teach the units of this curriculum in any order, although a suggested sequence of lessons for each unit has been provided which best supports progression, both in terms of knowledge and physical skills. Lessons can be taught as stand-alone too.

3. Knowledge organisation

The units and proposed sequence of learning are organised around key themes or activities. These start with developing a knowledge and understanding of health and wellbeing, and skills that underpin being able to independently lead a healthy active lifestyle. The curriculum includes a range of different types of activity to ensure the learning is broad and balanced. The units allow teachers to select the most relevant activity to support / complement the learning which is currently being delivered within their school PE curriculum. This is to ensure that all pupils can still access and experience the planned learning.

For some lessons a pupil card is provided to minimise potential barriers to accessing the lesson, these can be accessed electronically and, if required, printed off.

4. Knowledge selection

Decisions about knowledge selection have been guided by a) knowledge and skills that underpin the subject, b) commonly delivered units within the subject, and c) the national curriculum at all key stages and DfE guidance remove or reference this DfE part-not sure what it is.

Content has been selected for this curriculum that enables pupils to transfer learning and skills from one activity to another. All activities can be carried out safely within a pupil's home environment.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they revisit / reinforce prior knowledge, understanding and skills they need to succeed in the next phase.

5. Inclusive and ambitious



Lessons are structured to allow all pupils to experience success. Most lessons have STEP (Space, Task, Equipment, People) principles built-in to support adapting the lesson to meet the pupils needs and environment. This includes making the space larger or smaller, altering the task to make it less or more challenging or putting in a condition like a time constraint, using different equipment and altering the number of people involved (although this is the least likely possibility if home learning).

Tasks are created that build on success and thus provide pupils with the motivation to keep learning more. The intention is that pupils can take responsibility for their learning, have the confidence and competence to find an activity that they enjoy and that ultimately helps them to engage in healthy active lifestyles.

6. Pupil engagement

This PE curriculum develops pupils' physical and personal skills through a sequence of lessons that can also be extracted as 'one-off lessons'. Each lesson will contain clear explanations and where appropriate a demonstration of a physical skill and will contain regular pause points for each pupil to complete the task and to practice the skill required (deliberate practice). Teachers will provide key teaching and learning points for pupils to focus on and questions will be posed to check pupils learning. Model answers will be provided and some lessons have a quiz for pupils to check their own learning.

7. Motivation through education

Through careful selection of activities, themes and well planned lessons, pupils should realise the intrinsic value of PE in terms of physical, social, emotional and cognitive development. The intention is that pupils have the desire to; Go beyond each lesson; continue to improve their skill level, improve their health and fitness, and continue to develop life skills and build their character. All accumulating in an increased motivation to do more physical activity.

8. A curriculum of quality

The PE curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between developing physical skills, thinking skills, personal skills and experiencing competition. The curriculum will help pupils understand what makes a performance effective, and how they can apply these principles to their own and others' work. Pupils should be helped to develop the knowledge (including key principles and language around health and fitness as a golden thread), confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Within the confines of working independently pupils will

- develop their physical literacy, the fundamental movement skills and a range of sports skills and strategies to overcome opponents (a focus on the strategy if not the execution)
- consider the variety of ways we can be active for 60 minutes a day
- explore the importance of exercise to physical and mental health
- work alone to improve and solve problems
- practice some of the technical elements of the activity area including any underpinning knowledge
- analyse their own performances to help them to improve
- work towards developing the confidence/skills to be able to take part in competitive sports and activities outside school through community links or sports clubs (this will not be the focus of the lessons but the learning experiences will keep them on this track)

