

KS1 Games:

Big Ideas/ Key Elements of PE		
<ul style="list-style-type: none"> - Movement - Development of skills and techniques - Application of skills and techniques - Co-operation/teamwork 	<ul style="list-style-type: none"> - Competition - Games - Tactics - Challenge 	<ul style="list-style-type: none"> - Analysis and evaluation - Preparation for life and participation - Health and fitness - Swimming

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions	Vocabulary
R			ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Prior experiences will vary based on previous setting. Experiences can include basic experimental ball control, chasing games and more formal club activities.	To experiments with basic movement skills e.g. walking, running, jumping, stopping and skipping. Children will gain initial skills of agility and coordination. To experiments with basic object control skills e.g. Throwing, catching, bouncing, kicking and rolling. Children will gain initial skills of accuracy and control.	<ul style="list-style-type: none"> • tracking a ball • rolling • striking • overarm throwing • bouncing • catching • free space, own space
1		<p>Phe3</p> <p>In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two, and one against three.</p> <p>In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	In future games units, children will develop their skills by playing games that involve making more choices and decisions, and by playing with a partner and in cooperative small groups. This will help them to understand games and how to use their own skills to overcome a challenge.	<p>have:</p> <ul style="list-style-type: none"> • used a variety of balls, beanbags, quoits and bats • developed simple motor skills, <i>eg running and changing direction, hopping, jumping and stopping</i> • practised following a ball and moving to collect it • practised rolling a ball and underarm throwing • practised kicking and controlling a ball with their feet 	use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games	<ul style="list-style-type: none"> • avoiding • tracking a ball • rolling • striking • overarm throwing • bouncing • catching • free space, own space • opposite • team

2		<p>Phe4</p> <p>In this unit children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.</p> <p>In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>In future games units, children will develop and use their skills to play end-to-end games, games over a barrier, and fielding and stopping games (one against one, one against two, two against two, two against three, and three against three). In doing so, they will develop their ability to solve problems and make decisions, as well as to use technical skills. They will continue to practise and refine their skills and techniques, using them creatively to outwit others. They will also develop an early understanding of simple concepts of attack and defence. They will be introduced to basic rules and will begin to understand why rules are important in games.</p> <p>In all physical education units, children will continue to improve their observation skills and describe what is good about others' performances.</p>	<p>It is helpful if children have:</p> <ul style="list-style-type: none"> • used a variety of games equipment • investigated the differences between various balls • used space to avoid others • developed basic actions for rolling, bouncing, throwing (including overarm), gathering, catching, striking, kicking a ball • tracked a ball and anticipated where it is going • described what they and others are doing 	<p>show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills</p>	<ul style="list-style-type: none"> • rebound • tracking or following the movement of a ball • aiming • speed • direction • passing • controlling • shooting • scoring
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