

Subject content

Key stage 1

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
- perform dances using simple movement patterns.



Activity: KS1 Net and Wall games

Year Groups: Y1/2

Lesson Objective	Learning outcomes – where am I in my learning?
Session 1 Can I get into the ready position to receive the ball?	Gold I can be in the ready position, moving from left to right to intercept the ball and return to the centre prepared for the next ball. Silver I can be in the ready position and move from left to right to intercept the ball. Bronze I can be in the ready position to catch the ball.
Session 2 Can I send and receive the ball?	Gold I can send the ball in a variety of ways and anticipate where it will land and be ready to receive it when it is returned. Silver I can send the ball in a variety of ways and be in the ready position when it is returned. Bronze I can send and receive the ball.
Session 3 Can I use a racket to return a ball?	Gold I can return the ball, using a smooth action to a target area. Silver I can hold a racket/bat correctly and hit a ball accurately back to the collector. Bronze I can hit a ball back to the collector.
Session 4 Can I use a racket to return a ball with accuracy?	Gold I can hit a ball accurately along a line and hit a target. Silver I can use a racket to return a ball with some accuracy to a target Bronze I can use a racket to return a ball with some accuracy
Session 5 Can I use the skills I have learned to play a game?	Gold I can confidently apply the skills I have learned (forehand, back hand, volley) to play a send and return game with a partner Silver I can use the skills I have learned to return a ball over a central line to a partner. Bronze I am beginning to use the skills I have learned to return a ball to a partner.
Session 6 Can I use the skills I have learned to play a competitive game?	Gold I can confidently apply the skills I have learned to play a competitive game. I have achieved the gold challenge. Silver I can use the skills I have learned to play a competitive game. I have achieved the silver challenge. Bronze I am beginning to use the skills I have learned to play a competitive game. I have achieved the bronze challenge.

The great fire of London

Year 1 & 2, Spring 2 2022

RE Who is Jewish and how do they live?	History - Significant historical event	Design technology - Make Tudor houses	Music – round and round	PE – Net and wall games	Computing - coding	Art – silhouette houses
Key Vocabulary	Key Vocabulary Great fire of London, eyewitness, bakery, firebreak, source, past	Key Vocabulary Model, moving part, measure, design, make, evaluate,	Key Vocabulary bossa nova, tempo, dynamics, instruments, tambourine, triangle	Key Vocabulary racket, send, ball, accuracy, return, game	Key Vocabulary coding, program, algorithm, command, debugging, action	Key Vocabulary Collage, texture, glue, rip, tear, shred, pattern, overlap
To understand what Jewish people can learn from the story of David and Goliath To recall the events of the Chanukah story To understand why Jewish people celebrate Chanukah To understand how Jewish people celebrate Chanukah To recall the events of the Passover story To understand how and why Jewish people celebrate Passover	<ul style="list-style-type: none"> • To develop an awareness of the past by comparing modern day London to London of 1666. • To identify differences and similarities between ways of life in the past compared to today. • To discuss the key features of an event beyond living memory. • To order the sequence of an event beyond living memory. • To discuss how we know about an event beyond living memory and what changes have happened since. 	<ul style="list-style-type: none"> • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes 	<ul style="list-style-type: none"> • To recognise Latin bossa nova style and can identify some of the sounds and instruments we can hear. • To describe music using musical terms like tempo and dynamics. • To know that vocal warm-ups are important to protect our voices. • To listen carefully when we sing to try to stay in tune with others. 	<ul style="list-style-type: none"> • To get ready to receive a ball • To send and receive a ball • To use a racket to return a ball with accuracy • To use the skills learned to play a game 	<ul style="list-style-type: none"> • To understand what coding means in computing. • To introduce 2Code. • To use Design Mode to add and change backgrounds and characters. • To design a scene for a program. • To understand what an algorithm is. • To create a computer program using simple algorithms. • To compare the Turtle and Character objects. • To understand how use the Repeat and timer command. • To know what debugging means. • To debug simple programs. • To create programs using different kinds of objects whose behaviours are limited to specific actions. 	<ul style="list-style-type: none"> • To understand that collage is artwork created from a blend of materials and techniques • To recognise that collage creates texture in a way that other art forms cannot - Know how to attach collage items to paper • To understand that collage can be planned or exploratory • To know how to describe the textures in their collage
End Point: To answer the question "Who is Jewish and how do they live?"	End Point: To recall the key events of the Great Fire of London.	End Point: To make a Tudor house with a door the opens	End Point: To take part in a performance, singing in tune with others	End Point: To take part in a game, using the skills of sending and receiving a ball	End Point: To create and de-bug simple programs.	End point: To create a great fire of London silhouette collage

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

Sport – KS 1 Net and Wall

Unit: Net / Wall Age group 1/2	Progression 5 Equipment: Tennis rackets, cricket bats, Foam bats, table tennis, uni-hoc sticks, small bats, variety of balls, cones, shuttlecocks, Beach ball and balloons are useful.
Learning Objectives Can I use the skills I have learned to play a game?	Health and Safety Considerations : Surface and equipment. Be aware of others. Be careful of equipment.
Learning outcomes Gold – I can confidently apply the skills I have learned (forehand, back hand, volley) to play a send and return game with a partner Silver – I can use the skills I have learned to return a ball over a central line to a partner. Bronze – I am beginning to use the skills I have learned to return a ball to a partner.	SEND Considerations Take advice from SENCO Consider Space – more space / defined space Consider Task – simplify or give specific roles Consider Equipment Consider People: Consult the pupil about the kind and level of support they require (adult / buddy up / independent)
Success Criteria/top tips – 3 max	
<ul style="list-style-type: none"> • Ready position • Return to central position when you've returned the ball • Look up 	

Planned Activities - Whole Group (WG), Small Groups (SG), Independent Practise (IP)

Warm Up Beans – children to move around the room. A caller calls out different 'beans' Jumping bean – jumping 2 feet together. Broad bean – jump into a star shape. Runner bean – running on the spot. Chilli bean – hopping 1 foot to the other. Jelly bean – wobble like a jelly. Baked bean – curled up tight. French bean – doing the can-can and saying oh la la ! Range of stretches
Main activities Rallies – children in pair to set out a court area with a central line (net, bench, cones) Work in pairs to achieve the highest rally score using forehand, backhand and volleys. Can you set a target to achieve? Are you working as a team to achieve your highest score? Rallies with target areas – set out the court and put different target areas near the 'net' and at the back of the court. In each rally the players try to hit the ball into the target areas to score a point. Play 5 rallies and try to beat the score. Then change the target areas and repeat
Cool down Action song – A Sailor went to Sea A sailor went to sea , sea , sea (marching on the spot) To see what he could see , sea , sea (right hand over right eye) But all that he could see, see, see.(left hand over left eye) Was the bottom of the deep blue sea, sea, sea (breaststroke arms as if swimming to the bottom of the sea) A sailor went to knee, knee, knee etc A sailor went to toe, toe, toe etc A sailor went to see, knee, toe etc Or do as a partner clapping game if the children know it from playground games Range of stretches.

An example of how our Be Bold Curriculum and Arena SOW cover the National Curriculums expectations in UKS2