

KS1 lessons are delivered according to the J and C teaching manual which are set out as follows:

KS1 curriculum map	
Autumn term	Introduction to invasion games
Spring term	Gymnastics and Athletics (or dance)
Summer term	Introduction to net and wall / striking and fielding games

### KS1 Unit 1 – Preparation for and Invasion Games (Lessons 1 – 13)

By the end of this unit, pupils should be able to:

- Identify space and **use it effectively in pairs or small team games**
- Travel in a straight line (dribbling) with balls of various sizes. (i.e. basketballs, tag rugby balls, footballs) **with control and accuracy**
- Send and receive the ball in a straight line to a partner (basketballs, footballs, tag rugby balls) **with control and accuracy**
- Have a basic understanding of how to work in a small team and encourage others to develop their skills / understand why it is important to warm up and cool down and **talk about why exercise is good for the body**

### Unit 2 – Gymnastics & Athletics (lessons 14 – 25)

By the end of unit 2 pupils should be able to:

- Travel safely around the gym & apply skills of various shapes required for gymnastics with **control**
- Travel safely across a mat performing a basic roll with a degree of **confidence and accuracy**.
- Jump off low level apparatus, **showing understanding that performances should have a beginning, middle and end**.
- Display confidence in jumping, running, and throwing & can briefly explain what helps them **perform them confidently in athletic activities**.

### KS1 - Unit 3: An introduction to Net & Wall 8 Striking and Fielding games (lesson 26 – 39)

By the end of this unit, pupils should be able to:

- Play games safely on their own **and with others**
- Catch and throw the ball underarm on their own and with a partner **with control and accuracy**.
- Strike the ball **in a forwards direction**
- Understand why they warm up and cool down and **can talk about why exercise is good for the body**.

**Differentiation between years 1 and 2, pupils of varying abilities:** Pupils will be of varying abilities, hence the core targets set are merged between two year groups. Start with basic targets for each class, and progress pupils at a pace which is in accordance with their ability levels. Teachers' will notice that some pupils and classes make progress at a faster pace than others. With this in mind, some lessons / sections of lessons may need to be repeated to ensure that pupils make progress.

**Use the Daily Assessment form to record progress and inform you of the next steps for learning for each class and year group.**

When preparing for games, the lower year group will generally work up to the lower level of expectation, whilst the higher year group will generally work up towards the higher expectation. E.g. year 1 (work towards 1 vs. 1 activities) year 2 (work towards 2 vs. 2 activities / performances). Whilst introducing children to competitive activities, pupils should be grouped with children of similar ability. E.g. WT (Working Towards success criteria) pupils working together / WB (Working Beyond success criteria) pupils working together and slightly different challenges created to match pupils' abilities and learning needs