**Year Group 1**

**Summer Term**

**Skill Focus: Manipulation**

Generic skill to develop in every session: Communication & self-control/management of behaviour.

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| **Objectives:** | **Activity Development:** | **Resources/Planning:** |
| I can **hold and feel objects** with increasing control, knowledge and understanding. | Activity ideas to work towards this terms outcomes can be found in the additional resources section.To develop these areas of movement, opportunities need to be open not only in their PE lessons, but at break and lunchtimes, in other lessons across the curriculum, and in after school contexts. | * Animal Obstacle Course Balloon Keepie-upies
* Paper Fortune Teller
* Props
 |
| I can **grasp objects** with increasing control, knowledge and understanding. |
| I can **grip objects** with increasing control, knowledge and understanding. |
| I can **mould objects** with increasing control, knowledge and understanding. |
| I can **pick up objects** with increasing control, knowledge and understanding. |
| I can **receive objects** with increasing control, knowledge and understanding. |
| I can **catch objects** with increasing control, knowledge and understanding. |
| I can **shape objects** with increasing control, knowledge and understanding. |

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**Skill Focus: Manipulation**

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| **Objectives:**1. I can **hold and feel objects** with increasing control, knowledge and understanding.
2. I can **grasp objects** with increasing control, knowledge and understanding.
3. I can **grip objects** with increasing control, knowledge and understanding.
4. I can **mould objects** with increasing control, knowledge and understanding.
5. I can **pick up objects** with increasing control, knowledge and understanding.
6. I can **receive objects** with increasing control, knowledge and understanding.
7. I can **catch objects** with increasing control, knowledge and understanding.
8. I can **shape objects** with increasing control, knowledge and understanding.
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| **LAP** | **MAP** | **HAP** |
| **Pupils who need additional movement support:** | **Pupils who are showing G&T movement:** | **Additional comments:** |