

PE Long Term Plan

Archbishop Runcie CE First School



Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Intent	Implementation	Impact and Next Steps
<p>We first and foremost teach within the breadth and ambition of the national Curriculum for PE which aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives <p>At Archbishop Runcie First School, we believe that through PE, children develop key attributes such as confidence, decision making and leadership skills. Our school value of determination and school motto underpins every PE lesson. We believe sport should be celebrated and give children an opportunity to harness our school ethos and motto: “Be courageous; be strong.”</p> <p>We believe that children will experience PE in a safe, supportive environment that allows them to flourish and experience a fulfilled, healthy lifestyle (both physically and mentally).</p> <p>Beyond being physically active, knowledge of PE and sport is integral to children’s understanding of the wider world. The cultural reference points associated with sport and physical activity are part of our shared heritage and should be celebrated. Sporting icons within events such as the World Cup,</p>	<p>The PE curriculum is planned effectively and well-sequenced, as we recognise the importance of ensuring children’s self-efficacy increases because of heightened competence within PE (Ofsted Research Review, 2022).</p> <p>The PE journey begins in EYFS and KS1, where children experience a more skills-based curriculum, working on their balance, agility and coordination through apparatus and dance. In KS2, the lessons are more sports-focused, further developing the skills learnt in KS1 and applying them to popular sports such as tennis and hockey. This enables children to experience success in a broad range of sports and activities. KS2 also take part in swimming lessons in the Summer term.</p> <p>Children are assessed on their fundamental skills and these yearly assessments are analysed to ensure that children make progress in these key skills throughout the year. These fundamental skills ensure children have the best chances of establishing and maintaining physically active lives both across a broad range of activities (Ofsted levelling the Playing Field, 2023).</p> <p>Outside of the PE lessons, children are encouraged to be active throughout the day, taking part in the daily active mile and engaging in ‘active playtimes’, where teachers lead key skills based activities on the yard.</p> <p>At Archbishop Runcie, children have the opportunity to engage in competitive sports and activities such as Gosforth Gets Going and Newcastle School Games, within our local context.</p> <p>Staff also model and celebrate being active, wearing school-branded PE kits and sportswear to encourage a positive attitude and mindset towards physical activity.</p>	<p>At Archbishop Runcie, we believe that our broad and balanced PE curriculum allows children to be more confident and develop positive attitudes towards physical exercise.</p> <p>We aim to ensure that the impact of PE equips children for middle school and beyond.</p> <p>We believe that a more positive attitude towards PE, and more opportunities to succeed in sports, will close the gap created by COVID (Active Lives Children and Young People Survey report, 2021), where children were less active and enjoyment of sport was negatively impacted.</p>

Wimbledon and Olympics are explored and used to demonstrate diversity within sports.	Staff are knowledgeable about the barriers faced within sports and gender roles are actively challenged. Support is in place for all learners to be physically active.	
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*Sp	Opportunity for spiritual development
*Mo	Opportunity for moral development
*So	Opportunity for social development
*Cu	Opportunity for cultural development

Concept				
Basic Movements	Games	Dance	Athletics/Gymnastics	O&AA
<p>KS1: 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</p> <p>KS2: use running, jumping, throwing and catching in isolation and in combination. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>KS1: participate in team games, developing simple tactics for attacking and defending</p> <p>KS2: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>KS1: perform dances using simple movement patterns.</p> <p>KS2: perform dances using a range of movement patterns</p>	<p>KS2: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p>	<p>KS2 : take part in outdoor and adventurous activity challenges both individually and within a team</p>

Nursery	Weeks 1 - 15	Weeks 16 - 28	Weeks 25 - 39
Coverage	Sticky Kids	Climbing on Apparatus	Athletics
SMSC	*Mo/*So	*Mo/*So	*Mo/*So
Development matters/Steps to progression statements	<p>I move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling.</p> <p>I can run skilfully turning around obstacles and corners.</p> <p>I can listen to an adult when I am actively involved in an interactive adult-led activity.</p>	<p>I can climb low level ladders using alternate hands and feet.</p> <p>I can jump off an object and land appropriately.</p> <p>I am able to follow directions when I am not focused on another task.</p>	<p>I am increasingly independent with dressing.</p> <p>I can run smoothly with changes in speed, negotiating space successfully.</p> <p>I listen in larger groups when distractions are minimised.</p>
Resources/equipment	Sticky Kids Music and Movement CD	Apparatus: A frames at various heights Benches Ladder Tiered steps Mats Tunnel	Small Balls Bean bags Skittles Basketball hoop Nets

Specific vocabulary to teach	Tier 2: Run, jump, gallop, stretch Tier 3:Space	Tier 2: A-frame, ladder, tunnel, mat, Tier 3: Apparatus.	Tier 2: Team, net, skittle, values, Tier 3: Obstacle
Why this? Why now?	Children are new to school and building a skill set of physical movements and listening skills	Progression to changing into PE clothing. Building on skills learnt in Autumn term	Building skills and values linked to sports day.
Skills taught	To understand what a space is. To independently remove socks and shoes. To follow a set of instructions. To copy and repeat actions. To move their body freely to music when modelled by an adult.	To begin to get changed for PE with adult support. To climb up at an A-frame or ladder using alternate feet. To turn body and come down an A-frame whilst facing the A-frame. To travel through, up and over equipment. To jump and land appropriately. To walk across a bench with arms out stretch for balance. To understand how to use equipment safely.	To get changed for PE with increasing independence. To kick a football To throw a ball/beanbag at an intended target. To roll a ball at an intended target. To run at increasing speed negotiating obstacles. To begin to participate in team games, capturing team spirit and values.
Ongoing Teaching	Use of balance bike, scooters and trikes whilst outside in the Nursery garden. Use of balls (various sizes), stilts, balancing equipment. Climbing on outdoor apparatus		
Enrichments			Sports Day Healthy Active Lifestyle Session Sports Week

Reception	Weeks 1 - 6	Weeks 7 – 12	Weeks 13 - 18	Weeks 19 - 24	Weeks 25 - 30	Weeks 31 - 39
Coverage	Sticky Kids	Speed Agility	Body management U1	Body management U2	Dance	Athletics (cooperate and solve problems U2)
SMSC	*Mo/*So	*Mo/*So	*Mo/*So/*Sp	*Mo/*So/*Sp	Mo/*So/*Sp/*Cu	*Sp/*Mo/*So/*Cu
Links to ELG	<ul style="list-style-type: none"> demonstrate strength, balance, and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Work to use speed to improve games Travel around at different speeds Develop changes of directions in a variety of different games Control movements to start and stop efficiently 	<ul style="list-style-type: none"> Build balance in preparation for more challenging activities. Develop coordination in preparation for participating in a range of activities. Build a base of fundamental movement skills and balance Demonstrate strength when making shapes. 	<ul style="list-style-type: none"> Participate in basic movements developing control Develop agility and coordination and apply in a variety of ways. Develop basic movements such as running and jumping Increase confidence when jumping and coordinating different movements. 	<ul style="list-style-type: none"> Exploring basic movement patterns Working collaboratively to perform actions Have control when moving Copy and repeat actions 	<ul style="list-style-type: none"> Travel in different ways energetically Develop coordination when physically active Develop balance and control over obstacles.
Resources/Equipment	Sticky Kids Music and Movement CD	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments, dice.	Music player, music, cones, hoops, throw down spots.	Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music, skipping rope, scarfs, throw down lines and spots, pieces of material
Specific vocabulary to teach	Tier 2: Tip-toe, dance, stretch, movement	Tier 2: Pause, prepare, high, low, switch.	Tier 2: balance, reach, stretch, jump, roll.	Tier 2: weight, roll, slide, apparatus, low. Tier 3: Slither	Tier 2: Africa, step, stretch, teamwork. Tier 3: rhythm	Tier 2: switch, hop, step.

	Tier 3: instruction	Tier 3: Agility	Tier 3: Alternate			Tier 3: Obstacle, agility
Prior learning / Why this? Why now?	Builds on knowledge from Nursery Reinforces routines for PE with children new to school	Builds on from movements learnt when working together in Sticky Kids Hall used for nativity/stage	Can stand and balance for short periods on one foot. Can climb stairs and move over large and small steps. Can use hands and feet to negotiate obstacles. Indoor activity in Jan (weather)	Explored balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.	Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.	Organised and matched items, images, colours and symbols. Worked with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team. Obstacle races in preparation for sports day.
Possible lesson progression/ activities	Children will follow basic instruction when taking off own socks and shoes, finding a space and moving to music.	Lesson 1: 1. Move forwards, backwards and sideways at speed. 2. Improve speed through practice. 3. Demonstrate agility in a variety of games. We are learning: to move in different directions. Activity: Turn over the cone game, changing the game to look to improve.	Lesson 1: 1. Balance beanbags on different body parts. 2. Carry beanbags over obstacles and attempt to balance. 3. Change direction whilst balancing beanbags. We are learning: to balance beanbags. Activity: Balance beanbag as an individual and with a partner. Follow the balance obstacle challenge.	Lesson 1: 1. Experiment with twisting and turning and beginning to roll. 2. Perform roll demonstrating some body control. 3. Transition from roll to crawl to slither. We are learning: to perform rolls. Activity: Twist and turn/egg roll skill.	Lesson 1: 1. Discover how to move and keep time to beats of 8. 2. Work with others to move to beats of 8. 3. Follow a movement pattern with a partner in time with the music. We are learning: to move to the count of 8 Activity: Hockey Cokey/ Beginning a Circassian Circle dance	Lesson 1: 1. Work with a partner to move along a pathway/trail. 2. Keep track of objects on a checklist. 3. Make a straight line in a variety of ways. We are learning: to follow a trail with a partner. Activity: Trail walk and noughts and crosses.
		Lesson 2:	Lesson 2:	Lesson 2:	Lesson 2:	1. Apply teamwork to play

		<ol style="list-style-type: none"> 1. Participate in chasing games safely and with control. 2. Perform as part of a team in running games. 3. Recognise and follow instructions to participate in different running and chasing games. <p>We are learning: to keep our bodies safe in running games.</p> <p>Activity: Various chasing games—Sun and Ice; Duck, Duck Goose; Trucks and Trailers.</p>	<ol style="list-style-type: none"> 1. Move through hoops using a variety of movements. 2. Work with others and practise moving through hoops. 3. Follow pathways with hoops. <p>We are learning: to move through hoops in different ways.</p> <p>Activity: Move through hoops as an individual and in a pair.</p>	<ol style="list-style-type: none"> 1. Follow simple instructions to coordinate limbs. 2. Show control to hold body shape. <p>We are learning: to show some body control.</p> <p>Activity: Dead bugs game/Long, thin and small shapes.</p>	<ol style="list-style-type: none"> 1. Work in a pair and perform to counts of 8. 2. Use proper handhold for promenade. 3. Recognise and perform different roles within the dance. <p>We are learning: to perform with a partner to the count of 8</p> <p>Activity: Follow the leader / develop dance in pairs</p>	<ol style="list-style-type: none"> 1. cooperative parachute games. 2. Use communication skills to resolve simple tasks. <p>We are learning: to play parachute games.</p> <p>Activity: Parachute and cooperation games.</p>
		<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Respond to cues to change direction. 2. Make choices about changing direction in games. <p>We are learning: to jump in different directions.</p> <p>Activity: Hoop Jump and 4 v 1 interception game.</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Reach and stretch to retrieve and place objects. 2. Move equipment from one place to another. 3. Play within the context of a relay. <p>We are learning: to reach and stretch to get equipment.</p> <p>Activity: Cone Move / Relay.</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Explore working with a stimulus of music. 2. Follow jumping patterns. 3. Jump in combinations. <p>We are learning: to perform different jumps.</p> <p>Activity: Hoop jump/Running and jumping.</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Perform as part of a group in a Circassian Circle dance. 2. Perform confidently with a partner. 3. Recall, remember and repeat a phrase of dance. <p>We are learning: to work with a partner to perform</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Respond, copy and repeat repetitive actions. 2. Work with a partner to form jumping patterns. 3. Work as a team to coordinate and cooperate in movement actions. <p>We are learning: to make jumping patterns.</p>

					Activity: Parachute games / repeating phrases	Activity: Caterpillar and Jump.
	Lesson 4: 1. Explore a variety of ways to start movement. 2. Explore different ways of stopping showing control. We are learning: to stop safely. Activity: Experiment with different starting and stopping positions in games.	Lesson 4: 1. Can step and stride across different distances and change direction. 2. Can create bridges and tunnels. 3. Work with others to travel through tunnels. We are learning: to make bridges with our bodies. Activity: Steps, strides, hops and bounces / Bridges and tunnels	Lesson 4: 1. Jump for height on to apparatus with confidence. 2. Jump accurately and with control. 3. Land with control. We are learning: to jump using apparatus. Activity: Jumping onto apparatus progressions.	Lesson 4: 1. Recap how to move and keep time to beats of 8. 2. Copy and repeat 4 actions. 3. Perform actions to music. We are learning: to perform a dance using 4 actions Activity: Ampe tradition African Game / Animal movements	Lesson 4: 1. Reproduce patterns from images. 2. Respond to visual cues. We are learning: to create movement patterns. Activity: Whack a mole and icons.	
	Lesson 5: 1. Recognise fast and slow movements. 2. Perform two animals moving quickly and two animals moving slowly. We are learning: to move at slow and fast speeds. Activity: Jungle tag, Mouse trap. Animal	Lesson 5: 1. Negotiate high and low apparatus travelling over and under. 2. Use a variety of ways of travel over apparatus. 3. Lay out objects for their partner to retrieve. We are learning: to travel over and under apparatus.	Lesson 5: 1. Travel along a variety of equipment using different modes of locomotion. 2. Incorporate stretches, shapes and rolls. We are learning: to travel across apparatus. Activity: Agility, balance and	Lesson 5: 1. Remember and recall four dance actions from the previous week. 2. Explore two new dance actions. 3. (Some) Begin to perform in a circle formation. We are learning: to link new actions with ones we already know	Lesson 5: 1. Create and follow tapping patterns. 2. Relate previous learning to solve problems. We are learning: to lead a partner in tapping patterns. Activity: Cross the river and cone tap.	

		fast and slow movements.	Activity: High and low stations.	coordination assault course.	Activity: Tyre rolling/perform in a circle	
		<p>Lesson 6:</p> <ol style="list-style-type: none"> Show control to stop and perform actions. Move and stop appropriately on cue. <p>We are learning: to stop safely in different ways.</p> <p>Activity: Musical statues, musical hoops and relays races with different stopping actions.</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> Create shapes with our bodies. Work with a partner to create shapes. Link more than one shape together. <p>We are learning: to make shapes with our bodies.</p> <p>Activity: Twister / Basic shapes stretched, wide and small.</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> Work as part of a team to perform. Perform basic actions learned together with others. Perform tuck position on back and rock back and forth. <p>We are learning: to work as part of a team.</p> <p>Activity: Rocking and rolling/cooperative teamwork.</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> Perform six animal actions as a group. Incorporate a change of direction and pathway. Use gestures to signify the start of your dance. <p>We are learning: to practice and perform a dance about Africa</p> <p>Activity: Ampe tradition African Game / Sowing and harvesting motif</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> Compete as part of a team to participate in an obstacle relay. Recall and remember actions linked to colours. Navigate obstacles and remember actions from cues. <p>We are learning: to navigate obstacles.</p> <p>Activity: Obstacle Course.</p>
Unit Focus/End point	Children will independently put on their own socks and shoes, be able to articulate what is a space and find a space, to move their body to music, following instructions.	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause and prepare.	Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.	Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.	Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.	Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks. Compete in teams to a range of sports day races.
Ongoing Teaching	Climbing on apparatus in outdoor area Negotiating space and assessing risk Digging in the outdoor sand pit					

Enrichments						Balance Bikes (GGG) Healthy Active Lifestyle session Sports Week
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Key Stage 1

Year 1	Weeks 1 - 6	Weeks 7 – 12	Weeks 13 - 18	Weeks 19 - 24	Weeks 25 - 30	Weeks 31 - 39
Coverage	Attack, Defend, Shoot	Dance	Gymnastics	Hit, catch, Run	Send and Return	Run, Jump, Throw (end point Sport Day)
SMSC	*Mo/*So	*Sp/*So/*Cu	*Sp/*So	*Mo/*So	*Mo/*So	*Sp/*Mo/*So/*Cu
National Curriculum Coverage	<ul style="list-style-type: none"> Mastering basic movements and skills. Mastering basic attacking and defending movements in a small competitive game. Engaging in competitive and cooperative activities. 	<ul style="list-style-type: none"> Mastering basic movements and skills. To be able to perform basic shapes and adapt with a partner. To perform using a simple compositional idea. Linking repetitive actions in a short movement phrase. 	<ul style="list-style-type: none"> Become increasingly confident and competent at core movements. Extend balance and coordination. Become increasingly confident and competent. Master basic movements such as basic jumping, running. 	<ul style="list-style-type: none"> Mastering basic movements and skills Mastering catching skills with a variety of balls and beanbags Begin to explore hitting skills needed in hit, catch and run games Mastering agile running movements to run between bases and using catching skills to field as a team. 	<ul style="list-style-type: none"> Mastering basic movements and skills Hitting, moving to a ball and returning skills. 	<ul style="list-style-type: none"> Mastering basic movement skills Use a range of basic movements and skills.

Resources/Equipment	Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles.	Music player, music, cones, hoops, throw down spots, balloons.	Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.	A variety of balls, a variety of bats/racquets, cones, hoops, targets, batting tee, button cones, quoits.	A variety of balls, a variety of bats/rackets, cones, hoops, targets, button cones, quoits, balloons.	A variety of balls, hoops, beanbags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes.
Specific vocabulary to teach	Tier 2: Attack, defend, over-arm, under-arm	Tier 2: Stretch, swing, mood, feeling. Tier 3: Static	Tier 2: Balance, tensed, relaxed, shape, stretched, Tier 3: extension,	Tier 2: Batter, bowl, catch, up. Tier 3: Strike, retrieve,	Tier 2: Hit, send, net, throw, strike. Tier 3:forehand, backhand.	Tier 2: Far, high. Tier 3: Distance
Prior learning / Why this? Why now?	Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.	Followed simple instructions. Moved using simple rhythms and actions. Copied and repeated simple actions. Hall used for nativity/stage	Indoor activity in Jan (weather) Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.	Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping. Weather improving-use of outside space	Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions. Field dry	Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds. Sports Day- natural end point Able to use field & markings
Possible lesson progression/ activities	Lesson 1: 1. Practice throwing at targets accurately 2. Pass a beanbag between pairs with some control 3. Explain/show ways you can pass a beanbag/ball to a partner We are learning: to hit a target	Lesson 1: 1. Compose a travelling sequence using a variety of body parts 2. Explore ideas, moods and feelings 3. Show control, coordination and spatial awareness We are learning: to show moods and feelings we would	Lesson 1: 1. Can link two like actions 2. Can explain that 'like' actions are the same type of action 3. Perform two rolls or two jumps, link them together and repeat We are learning: to perform 'like' actions in a sequence.	Lesson 1: 1. Use a range of throwing and rolling skills to put the ball in space 2. To be able to move quickly with agility to score points 3. To be able to keep count of the score We are learning: to select a space to	Lesson 1: 1. Slide a beanbag/ball over an opponent's goal line 2. Move to defend (stop) the ball/beanbag going over your goal line 3. Explore which objects are easier to slide and defend	Lesson 1: 1. Discover ways to move objects quickly. 2. Identifying which ways to move objects is quickest. 3. Experience competition against themselves. We are learning: to start and stop moving at speed

	<p>Activity: Partner hoop</p>	<p>experience in the jungle. Activity: Assessment for Learning</p>	<p>Activity: Assessment for learning</p>	<p>throw or roll a ball into Activity: Assessment for Learning Task</p>	<p>We are learning: to slide a beanbag to a target Activity: AFL Task</p>	<p>Activity: AFL Task</p>
	<p>Lesson 2: 1. Experiment catching a variety of beanbags and different sized balls 2. Recognise how you can intercept a ball or beanbag 3. Use basic defensive technique We are learning: to defend a target Activity: Numbers Game</p>	<p>Lesson 2: 1. Perform with an awareness of body shape with a partner. 2. Show control, coordination and spatial awareness. 3. Demonstrate some musicality throughout the performance. We are learning: to move as if we are living in the jungle. Activity: Static shapes and linking travel movements, telling the story of Mowgli as a bear cub</p>	<p>Lesson 2: 1. Able to move mats and benches safely 2. Can identify key points for moving apparatus 3. Transfer like sequence to low apparatus We are learning: to carry and set up apparatus safely. Activity: Apparatus activity</p>	<p>Lesson 2: 1. Able to collect a moving ball from along the ground 2. Return the ball back to base/zone using rolls and throws We are learning: to track and collect a rolling ball Activity: Ball coming towards, chasing a ball, the ball coming from behind, piggy in the middle</p>	<p>Lesson 2: 1. Explore different ways of sending a ball 2. Practice sending a ball in a variety of ways to a partner 3. Attempt to hit the ball We are learning: to hit a ball in different ways with our hands Activity: Exploring hitting to targets and partners</p>	<p>Lesson 2: 1. Run in a straight line at different speeds. 2. Show power at the start of a run. 3. Perform runs as part of a team. We are learning: to use our arms when running at different speeds Activity: Running games involving different speeds</p>
	<p>Lesson 3: 1. Experiment with different ways you can send a ball or beanbag 2. Roll/slide a ball or beanbag to a partner and a target We are learning: to roll and slide balls and beanbags</p>	<p>Lesson 3: 1. Compose a movement pattern to demonstrate unison 2. Develop partner work 3. Explore ideas and movements showing a friendship theme</p>	<p>Lesson 3: 1. Identify that shapes can be performed on large or small body parts 2. Transfer shapes from small body parts to large ones</p>	<p>Lesson 3: 1. Catch over a short distance to stop players from scoring points 2. Work with other fielders to stop players from scoring</p>	<p>Lesson 3: 1. Move position to get in line with a ball 2. Get into positions to return balls to partners 3. Use a variety of return responses We are learning: to move towards a ball to return it</p>	<p>Lesson 3: 1. Experience a variety of jumps. 2. Perform a standing long jump. 3. Work in partnership, supporting each other to do well.</p>

	<p>Activity: Pairs Challenges</p>	<p>We are learning: to create and perform movements which show friendship. Activity: Using friendship action phrases to build up a short dance to the beat of 8</p>	<p>3. Use body tension to hold shapes We are learning: to perform shapes on both large and small body parts Activity: Large and small body parts / changing shapes</p>	<p>We are learning: to catch a ball to stop an opponent from scoring Activity: Quick throwing/catching games</p>	<p>Activity: 3 ball challenge</p>	<p>We are learning: to take off on two feet to jump for distance Activity: Jumping, in, out, over, across</p>
	<p>Lesson 4: 1. Score points by throwing a beanbag or ball into an opponent's hoop 2. Demonstrate simple defending to stop beanbag/ball going into hoops 3. Describe how they threw the beanbag and how they defended their hoop We are learning: to shoot in a game to get points Activity: AFL Task</p>	<p>Lesson 4: 1. Compose a sequence demonstrating mirroring and following. 2. Watch what others do and suggest improvements to their work. 3. Create a short dance based on visual stimulus. We are learning: to perform leading and following movements Activity: In pairs, copy and repeat actions from the monkey kingdom using mirroring, leading and following.</p>	<p>Lesson 4: 1. Take off and land with (some) control 2. Jump for height and distance 3. Perform shapes in jumps We are learning: to take off and land and use shape in our jumps Activity: Muddy puddles / taking off</p>	<p>Lesson 4: 1. Attempt to hit an object with the hand 2. Self-feed ball to hit 3. Describe the movements needed to hit successfully We are learning: to use our hands to hit a ball Activity: Hitting to hoops in small teams.</p>	<p>Lesson 4: 1. Work with a partner to receive and return objects to score points against the opposition 2. Describe how you work with a partner to receive and return successfully 3. Work as part of a team to score points We are learning: to work with a partner to stop and return a beanbag Activity: AFL Task in small teams</p>	<p>Lesson 4: 1. Throw a range of objects over a distance. 2. Adapt throwing styles to different objects. 3. Using a leading arm to direct a throw over a longer distance. We are learning: to use correct technique to throw different objects for distance Activity: Range of throwing games</p>
	<p>Lesson 5: 1. Work with a partner to attack and defend a</p>	<p>Lesson 5: 1. Compose a short dance sequence that shows</p>	<p>Lesson 5: 1. Explore ways of travelling on feet</p>	<p>Lesson 5: 1. Running between bases to score points</p>	<p>Lesson 5: 1. Play in a rally with a partner.</p>	<p>Lesson 5: 1. To explore and refine basic agility, balance</p>

	<p>target against an opposition</p> <ol style="list-style-type: none"> Describe simple ways you can work with your partner to score and defend points Play AFL Task, 2 v 2 <p>We are learning: to work with a partner to score points Activity: AFL Task – 2 V 2</p>	<p>sensitivity to the theme.</p> <ol style="list-style-type: none"> Show greater control, coordination and spatial awareness in their movement patterns. Demonstrate an ability to create a dance with a clear start, middle and end. <p>We are learning: to perform a short dance with a clear start, middle and end. Activity: Dance with start/middle and end</p>	<p>using good body tension</p> <ol style="list-style-type: none"> Link types of travel to make a sequence Use knowledge of shapes and implement them within the sequence <p>We are learning: to travel on our feet, showing good body tension Activity: Body tension work/ Exploring travelling on feet</p>	<ol style="list-style-type: none"> Work with others to retrieve balls Make decisions to make it difficult for hitters <p>We are learning: to run between bases to score points Activity: AFL— change to running and also hitting/kicking (if space) to strike</p>	<ol style="list-style-type: none"> Use skills previously learnt to move towards and return a ball in a rally game. Describe the necessary skills to play in a rally. <p>We are learning: what a rally is and rallying with a partner Activity: Rallying over a bench and/or balloon rallies.</p>	<p>and coordination skills.</p> <ol style="list-style-type: none"> Perform and show improvement. <p>We are learning: to show improvement in our throwing Activity: Multi-skill station activities</p>
	<p>Lesson 6:</p> <ol style="list-style-type: none"> Participate in competitive games against an opponent using attacking and defending skills. Comment on how you used different attacking and defending skills you have already learned to help you in your games. 	<p>Lesson 6:</p> <ol style="list-style-type: none"> Choose and link actions to make short dance phrases that reflect rhythmic qualities. Explore repetition through a dance sequence. Perform dance phrases and short dances that express ideas and feelings. 	<p>Lesson 6:</p> <ol style="list-style-type: none"> Choose two like actions rolls, travel on feet or jumps that show different levels Choose a shape to start and finish Create and perform a 6- element sequence <p>We are learning: how we can create different levels in our performance Activity: Assessment for learning</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> Show collaborative work as a team to score points Show awareness of teammates when fielding Throw and retrieve the ball <p>We are learning: to work as a team to score points Activity: AFL Task in teams</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> I can hit over a bench to my partner I can play with my partner in a game over a bench I can send the ball to space to make it hard for my partner to catch/return 	<p>Lesson 6:</p> <ol style="list-style-type: none"> Use running, throwing and jumping skills. Compete with others. Say how you could have improved. <p>We are learning: to take part in a competition using running, jumping and throwing skills Activity: Running, jumping and throwing relays in teams,</p>

	We are learning: to use our attacking and defending skills in a game Activity: Tournament	We are learning: to use repeated actions in our dance. Activity: Movement phrase with repetition and feeling			We are learning: to send a ball into space to make it harder for our opponent Activity: 2 v 2 work using benches to hit over	including redoing AFL Task in teams. (2 additional weeks for sports day practice sessions)
Unit Focus/End point	Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.	Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts.	Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.	Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.	Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.
Ongoing Teaching	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile
Enrichments			Healthy Active Lifestyles	Zumba (GGG)		Sports Day

Year 2	Weeks 1 - 6	Weeks 7 – 12	Weeks 13 - 18	Weeks 19 - 24	Weeks 25 - 30	Weeks 31 - 39
Coverage	Attack, Defend, Shoot	Dance	Gymnastics	Hit, Catch, Run	Send and Return	Run, Jump, Throw (end point Sport Day)
SMSC	*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*So	*Mo/*So	*Mo/*So	*Sp/*Mo/*So/*Cu
National Curriculum Coverage (substantive knowledge)	<ul style="list-style-type: none"> To develop kicking skills To begin controlling the ball Introduce bouncing the balls to players Apply simple basketball skills Be physically active for a sustained period in a competitive situation. 	<ul style="list-style-type: none"> To perform a simple movement pattern using visual stimulus To perform movements with control. To improve own and others' work To link more actions into simple movement phrases Work as part of a group to perform a movement phrase. 	<ul style="list-style-type: none"> To perform a simple movement pattern of at least four elements To perform jumps with power and control Master basic movements Physically active for sustained periods Become increasingly competent. 	<ul style="list-style-type: none"> Develop coordination skills for hitting Using running skills to score points Practice bowling for striking and fielding games Increasing accuracy in hitting Mastering basic throwing skills in game situations Participate in simple team games in a variety of positions 	<ul style="list-style-type: none"> Participate in modified net/wall games Apply basic skills to self-feed and participate in net wall games. Self-feed and combine other send and return skills to participate in net wall games 	<ul style="list-style-type: none"> Master basic movements including running and apply this in a range of activities. Develop fundamental movement skills Engage in competitive physical activities in a range of increasingly challenging situations
Resources/Equipment	Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.	Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.	Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.	Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.	A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.	A variety of balls, hoops, bean bags, quoits, ladders, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes
Specific vocabulary to teach	Tier 2: Aim, attack, compete. Tier 3: cooperate, sideline.	Tier 2: Direction, mood, galloping. Tier 3: musicality, huddle.	Tier 2: Balance, shape, bridge, jump Tier 3: Front-straddle, puck, v-sit.	Tier 2: wicket, bats, bowl, Tier 3: umpire.	Tier 2: Serve, bounce. Tier 3: Shuttlecock.	Tier 2: Power, stamina, static. Tier 3: Burpee dynamic.

<p>Prior Learning / Why this? Why now?</p>	<p>Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Can describe why we take part in exercise and enjoy it.</p>	<p>Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases. Hall used for nativity/stage</p>	<p>Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Can perform unison, simple canon and unison techniques. Indoor activity in Jan (weather)</p>	<p>Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.</p>	<p>Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition.</p>	<p>Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination. Sports Day</p>
<p>Possible lesson progression/ activities</p>	<p>Lesson 1: 1. Send the ball with feet by kicking 2. Send the ball varying distances using harder and softer kicks We are learning: to kick the ball over long and short distances Activity: Assessment for Learning Task</p>	<p>Lesson 1: 1. Explore whole body actions to create movements as a group or pair 2. Apply the idea of a theme to a dance 3. Compose a dance phrase which responds to the visual stimulus We are learning: to use penguin images to inspire our dance Activity: Assessment for Learning task</p>	<p>Lesson 1: 1. Use prior learning to create a 4-element sequence 2. Combine balance, rolling, jumping, rocking and spinning 3. Perform using a recognised large body part balance as a start and finish shape We are learning: to combine 4 elements into a floor sequence. Activity: Assessment for learning</p>	<p>Lesson 1: 1. Work as a team to field a ball back to a base 2. Run and touch cones to score points 3. Make choices about where to hit the ball We are learning: to hit a ball and score points by running to cones Activity: Assessment for Learning Task</p>	<p>Lesson 1: 1. Anticipate the flight of the ball fed from your partner 2. On toes move towards the line of the ball and return 3. Keep track of the score with your partner We are learning: to stay on our toes to move quickly to the ball Activity: Assessment for Learning Task</p>	<p>Lesson 1: 1. Play with a partner to gather objects from around the room 2. Count objects gathered to record a score 3. Be aware of others around when running We are learning: to move quickly whilst being aware of others around Activity: Assessment for Learning Tas</p>
	<p>Lesson 2: 1. Receive and stop the ball with feet 2. Pass the ball to another player We are learning: to stop a ball with control using the foot</p>	<p>Lesson 2: 1. Create a sequence of movements for performance with starting and finishing positions 2. Demonstrate comprehension of</p>	<p>Lesson 2: 1. Recognise how to create power in jumps 2. Attempt a variety of different jumps 3. Show ways to jump with power and control</p>	<p>Lesson 2: 1. Sprint to correct areas to score points 2. Work to better runs scored 3. Use kicking to send a ball to score points</p>	<p>Lesson 2: 1. Players to identify their dominant and non-dominant side for sending a ball 2. Play a modified game to send</p>	<p>Lesson 2: 1. Recognise powerful actions 2. Explore different ways to generate power to start different actions such as running,</p>

	<p>Activity: Stopping in designated areas</p>	<p>the story through dance</p> <p>3. Work cooperatively to improve and adapt the sequence</p> <p>We are learning: to show feelings of abandonment through dance</p> <p>Activity: Penguin Small dance activity</p>	<p>We are learning: to create power in a variety of different jumps.</p> <p>Activity: Assessment for learning</p>	<p>We are learning: to defend a target by kicking</p> <p>Activity: Extension from assessment for learning task—kicking instead of hitting</p>	<p>and return using dominant and non-dominant sides</p> <p>We are learning: to identify which hand is dominant in a game</p> <p>Activity: Modified games</p>	<p>jumping, hopping, striding</p> <p>We are learning: to create power with our legs to turn at speed</p> <p>Activity: Simplified Illinois agility runs</p>
	<p>Lesson 3:</p> <ol style="list-style-type: none"> Working as a team to keep possession in a defined area Pass the ball for accuracy Demonstrate receiving and passing <p>We are learning: to work as a team to keep the ball</p> <p>Activity: Unopposed possession in a defined area. Extension: 3 v 1 in defined area.</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> Create a duet based on the relationship between the penguin and the snowman Explore, unison, levels and cannon within the choreography Discuss how others could develop their performances <p>We are learning: to create movements that show the friendship between two characters</p> <p>Activity: Penguin Small Duet Dance</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> Exploring taking weight on hands Develop skills to transition from belly button up to belly button down Create a short sequence with elements of taking weight on hands <p>We are learning: to take weight on our hands and move in different ways</p> <p>Activity: Switch, exploring weight on hands</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> Use underarm throwing skills to feed/bowl a ball to a player Position body to perform stepping action for bowling Use bowling/feeding skills in a game situation <p>We are learning: to bowl underarm with control</p> <p>Activity: Practising underarm bowling games in groups</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> Play a modified game introducing boundaries Use throwing and catching skills to play with a team to score points <p>We are learning: the basic rules of serving to our partner</p> <p>Activity: 5v5 or 6v6 games over a net</p>	<p>Lesson 3:</p> <ol style="list-style-type: none"> Participate in an obstacle relay Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top. <p>We are learning: to move through an obstacle course with speed and control</p> <p>Activity: Obstacle course incorporating fitness movement</p>
	<p>Lesson 4:</p>	<p>Lesson 4:</p>	<p>Lesson 4:</p>	<p>Lesson 4:</p> <ol style="list-style-type: none"> Experiment with different bats to 	<p>Lesson 4:</p>	<p>Lesson 4:</p>

	<ol style="list-style-type: none"> 1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Move the ball independently by bouncing <p>We are learning: to bounce a ball with my partner</p> <p>Activity: Assessment for Learning (basketball style)</p>	<ol style="list-style-type: none"> 1. Explore the theme of Penguin Small's adventure 2. Create a short dance solo which demonstrates changes in direction and speed <p>We are learning: to create a solo dance with changes of direction and speed</p> <p>Activity: Penguin Small solo dance</p>	<ol style="list-style-type: none"> 1. Able to recognise what it means to be flexible 2. Explore their own flexibility with a japana and bridge shape 3. Use a variation of japana and bridge in a sequence <p>We are learning: to use our flexibility in a bridge and japana gymnastic shape</p> <p>Activity: Japana, Bridge and sequence activity</p>	<p>see which are easier or harder to hit with</p> <ol style="list-style-type: none"> 2. Make choices about where you are going to hit the ball 3. Work cooperatively to practice hitting skills <p>We are learning: to hit a ball using different bats and techniques</p> <p>Activity: Participate in different stations</p>	<ol style="list-style-type: none"> 1. Develop agility in isolated challenges 2. Perform with increased agility in a conditioned game <p>We are learning: to develop agility and use it in a game</p> <p>Activity: Stations requiring pushing off feet in different directions</p>	<ol style="list-style-type: none"> 1. Participate in three different throwing games 2. Use a variety of different throws according to the game 3. Explore which throws are better for accuracy, which are better for distance and which are better for height <p>We are learning: to choose the best throw for different situations</p> <p>Activity: 3 games practising different types of throwing</p>
	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. To move the ball using basketball-style dribbling 2. Link bouncing and passing 3. Play collaboratively to attack a goal <p>We are learning: to bounce the ball while we are moving (dribbling)</p> <p>Activity: 3 v 3 development on from lesson 4</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Explore footwork creatively, based on a visual stimulus 2. Use movement imaginatively, responding to the music with some attempt at musicality 3. Change the speed, level and direction of movements 	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Develop point balance skills to combine with flexibility 2. Travel at different speeds in creative ways 3. Combine changes and speed and point balances in a sequence <p>We are learning: to perform the point balance arabesque.</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Stand in positions ready to catch a ball 2. Throw quickly and accurately under pressure 3. Field to catch and throw to teammates to stop opponents from scoring runs <p>We are learning: to throw accurately to a base</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Use correct grip to hold a tennis racquet 2. Send, receive and stop a ball using a racquet along the ground 3. Use self-feed to hit a ball to partner <p>We are learning: to use the correct grip to hit a self-fed ball</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Copy and repeat actions with accuracy 2. Analyse performance to judge differences in the game at the beginning and the end <p>We are learning: to use quick feet whilst sprinting</p> <p>Activity: Foxes tails, ladders and sprint start activities</p>

		<p>We are learning: to match our movements to music</p> <p>Activity: Mumble's dance with Gloria</p>	<p>Activity: Arabesque, control in and out of balance</p>	<p>Activity: Runner vs Fielders activity and throwing at stumps</p>	<p>Activity: Tennis story, practise self-feed and rolling rally</p>	
	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Play with and against others 2. Make some attempt at attacking collaboratively 3. Make choices on where to stand when defending as part of a team <p>We are learning: to pass the ball forward in a game</p> <p>Activity: Round Robin Tournament</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Select actions as a group to create a short dance phrase which reflects rhythmic qualities 2. Explore formations through the dance sequence 3. Perform dance phrases that express ideas and feelings <p>We are learning: to choose a formation for our dance and explain our choice</p> <p>Activity: Pairs and group dance using basic formations</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Explore and experiment with the teddy roll 2. Choose and apply to a simple sequence of elements from unit 1 3. Attempt a teddy roll in a sequence <p>We are learning: to perform a teddy roll</p> <p>Activity: Re-do assessment for learning</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Play as part of a team to field and hit to score. 2. Apply simple tactics to gameplay. 3. Play in different roles and positions. <p>We are learning: to hit a ball into space, away from fielders</p> <p>Activity: Tournament.</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Able to self-feed to send a ball to a partner using a racquet 2. Attempt to combine skills to perform a rally <p>We are learning: to use the ready position in a rally</p> <p>Activity: Assessment for Learning task now with both players having racquets using the self-feed</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Perform a variety of static and dynamic balances 2. Identify the difference between a static and dynamic balance 3. Devise own static and dynamic balance sequence <p>We are learning: to perform static and dynamic balances</p> <p>Activity: A variety of relay races to develop static and dynamic balancing (2 additional weeks for sports day practice sessions)</p>
Unit focus/End point	Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and	Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a	Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes	To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.	Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing,	Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

	passing.	group to create and perform.	and balances.		catching and sending over a net.	
Ongoing Teaching	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile
Enrichments		Basketball (GGG)				Sports Day Sports Week

Key Stage 2

Year 3	Weeks 1 - 6	Weeks 7 – 12	Weeks 13 - 18	Weeks 19 - 23	Weeks 24 - 29	Weeks 30 - 34	Weeks 35 - 39
Coverage	Tag Rugby (Invasion Games)	Dance	Gymnastics	Tennis (Net and Wall)	Cricket (Striking and Fielding)	QAA	Athletics (end point Sport Day)
	<i>Swimming lessons in addition during the Spring / Summer Term</i>						
SMSC	*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*So	*Mo/*So	*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu
National Curriculum Coverage (substantive knowledge)	<ul style="list-style-type: none"> Working towards mastering skills such as changing speed Develop technique and control Extend agility and coordination individually and with others Compete against others 	<ul style="list-style-type: none"> To create and perform a sequence using characters and narratives To improvise moves when given a stimuli. Rehearse, remember and perform a routine 	<ul style="list-style-type: none"> To create and perform a sequence showing contrasting shapes and actions To improve technique and control of basic rolling actions Use jumping in isolation and combination To work collaboratively to create a small group sequence 	<ul style="list-style-type: none"> Play in a competitive game against an opponent Develop tennis hitting skills to play in games Use tennis serving skills to start a game Use agility to move towards balls 	<ul style="list-style-type: none"> Working collaboratively to stop batters making runs and scoring points Develop consistent underarm bowling technique Develop an awareness of how to improve a skill. 	<ul style="list-style-type: none"> Work as part of a team to solve a task Work as an individual to negotiate a map reading activity 	<ul style="list-style-type: none"> Combining running and jumping skills Mastering throwing skills and aiming to improve distance and accuracy compare their performances with previous ones and demonstrate improvement to achieve their personal best

Resources/Equipment	Rugby ball, bibs, cones, hoops, tag belts, grids, soft balls.	Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.	Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.	Tennis racquets, nets, sponge balls, tennis balls, cones, hoops.	A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.	Variety of ropes, hoops, bean bags, a range of sports equipment, teaching resource cards, soft balls, bibs/bands.	A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.
Specific vocabulary to teach	Tier 2: Mark, dodge, attack, defend. Tier 3: Evading, sportsmanlike.	Tier 2: Facial expression, rehearse, director. Tier 3: Improvisation.	Tier 2: Fluency, contrasting, unison, low. Tier 3: Combinations.	Tier 2: Forehand, backhand, bounce, points. Tier 3: Court tactics	Tier 2: Wicket, stump, boundary, Tier 3: Wicketkeeper, innings.	Tier 2: Challenges, problem-solving. Tier 3: Orienteering.	Tier 2: Curve, accelerate, hurdles, pace. Tier 3: Agility
Prior Learning / Why this? Why now?	Can send and receive a ball using hands and feet. Refined ways to control bodies and a range of equipment. Recalled and linked combinations of skills, for example, dribbling, passing and running with the ball.	Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs. Hall used for nativity/stage	Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.	Can make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.	Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.	Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.	Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment. Liked to Sports Day
Possible lesson progression/ activities	Lesson 1: 1. Grasp the principle of moving forward to score over a line	Lesson 1: 1. Explore creating characters and narratives 2. Select and apply actions	Lesson 1: 1. Create a sequence of 2 contrasting elements 2. Demonstrate extension in shapes	Lesson 1: 1. Play in a game against an opponent 2. Throw or hit a ball over a bench to score points	Lesson 1: 1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder	Lesson 1: 1. Show working as part of a team 2. Communicate to solve problems	Lesson 1: 1. Challenge yourself to jump in a variety of ways

	<p>2. Judge when to move to evade taggers</p> <p>3. Select when to use speed to score points</p> <p>We are learning: to use speed to run past defenders</p> <p>Activity: Assessment for Learning</p>	<p>to a dance phrase</p> <p>3. Discuss your own and others' work with some awareness of dance choreography</p> <p>We are learning: to perform a jazz square and use it in our dance</p> <p>Activity: AFL game.</p>	<p>3. Produce flow in sequence</p> <p>We are learning: to show full extension during a balance</p> <p>Activity: Assessment for Learning</p>	<p>3. Get in the ready position to catch or return a ball before it bounces twice</p> <p>We are learning: to use the ready position to return a ball</p> <p>Activity: Assessment for Learning Task</p>	<p>3. Explain how fielders work together to restrict batters runs</p> <p>We are learning: to hit a stationary ball into space using the straight drive</p> <p>Activity: Assessment for Learning game</p>	<p>3. To use strength and flexibility to complete a task</p> <p>We are learning: to use clear communication, strength and flexibility to complete a task</p> <p>Activity: Assessment for learning task.</p>	<p>2. Beat previous distances when jumping</p> <p>3. Copy and describe what others have done</p> <p>We are learning: jumping, and hopping in sequence</p> <p>Activity: AFL Challenges</p>
	<p>Lesson 2:</p> <p>1. Perform an effective short pass.</p> <p>2. Explore ways of passing within a team.</p> <p>3. Apply passing skills in the game</p> <p>We are learning: how to use a short pass in a game.</p> <p>Activity: Passing activities, short pass.</p>	<p>Lesson 2:</p> <p>1. Explore characters using descriptive keywords</p> <p>2. Use performance skills to communicate character</p> <p>3. Perform to the count of 8</p> <p>We are learning: to perform a dance showing two contrasting characters</p> <p>Activity: Being Mr Wormwood and Miss Honey</p>	<p>Lesson 2:</p> <p>1. Explore a greater range of contrasting actions</p> <p>2. Smoothly transition in and out of a shoulder stand</p> <p>3. Define what contrast is and how it applies to sequences</p> <p>We are learning: to move in and out of contrasting shapes with fluency</p>	<p>Lesson 2:</p> <p>1. Recognise the types of hitting needed for different areas of the court</p> <p>2. Throw/hit to targets on a court</p> <p>3. Use long high throws/hits for far targets and short low throws/hits for closer targets</p> <p>We are learning: to hit the ball to different parts of</p>	<p>Lesson 2:</p> <p>1. Hit a stationary ball into space</p> <p>2. Retrieve and throw the ball as a fielder</p> <p>3. Explain how fielders work together to restrict batters runs</p> <p>We are learning: to hit a stationary ball into space using the straight drive</p> <p>Activity: Assessment for Learning game</p>	<p>Lesson 2:</p> <p>1. To identify basic symbols on a map</p> <p>2. To complete tasks using symbols and maps</p> <p>3. To work with others to complete simple map reading tasks</p> <p>We are learning: to work with others to complete map-reading tasks</p> <p>Activity: Colour cards and symbol challenge</p>	<p>Lesson 2:</p> <p>1. Run at different speeds</p> <p>2. Start-stop and change pace with control</p> <p>3. Demonstrate agility in running</p> <p>We are learning: to run at different speeds</p> <p>Activity: Variety of running games</p>

			Activity: Contrasting actions	the court using a forehand hit Activity: Target game over bench or net			
Lesson 3: 1. Explore a range of techniques to avoid being tagged 2. Evade players to score points 3. Communicate with others to score points We are learning: to use agility to evade being tagged Activity: Stages of evading	Lesson 3: 1. Perform and communicate ideas as part of a group 2. Develop movements using improvisation 3. Use and arabesque balance We are learning: to develop movements using improvisation Activity: Improvisation activities and Matilda's powers	Lesson 3: 1. Consolidate and improve the quality of basic rolls 2. Explain how strength and flexibility apply to rolls 3. Work with a partner to perform a roll sequence We are learning: to perform a sequence using different types of rolls Activity: Teddy Bear Roll, Log-Egg-Log Roll and rolling sequence with a partner	Lesson 3: 1. Demonstrate an underarm serve (over cones or benches) 2. Explain when a service is used 3. Serve with some accuracy to targets We are learning: to perform an underarm serve to start a rally Activity: Underarm serving and serving rallies	Lesson 3: 1. Strike a bowled ball 2. Apply simple tactics to choose where to hit the ball 3. To score runs We are learning: to use the correct footwork to strike a bowled ball Activity: Diamond cricket	Lesson 3: 1. Confidently read and follow a basic map 2. Create a route on a map for others to use 3. Work independently and as part of a team We are learning: to draw and create a clear route on a map for others to follow Activity: Follow a map and design a route on a map.	Lesson 3: 1. Combine running and jumping 2. Jump over apparatus with control and balance 3. Judge speed to jump safely We are learning: to approach and jump hurdles Activity: Hurdle activities	
Lesson 4: 1. Improve passing skills on cue 2. Except when you've been tagged 3. Play in a sportsmanlike	Lesson 4: 1. Introduce the use of a prop 2. Work with others to improve a four-	Lesson 4: 1. Consolidate and improve the quality of basic jumps 2. Jump high and far off low apparatus	Lesson 4: 1. Move towards a ball to return (hand or racquet) 2. Perform a forehand	Lesson 4: 1. Stop a moving ball with consistency 2. Collect and return a moving ball	Lesson 4: 1. Respond to problems in a group situation 2. Identify what worked well and what they need to	Lesson 4: 1. Throw for accuracy 2. Throw for distance 3. Experiment with a variety of throws	

	<p>way in both defence and attack</p> <p>We are learning: to understand and apply the tag protocol in game situations</p> <p>Activity: Tag games and reply assessment for learning</p>	<p>action routine</p> <p>3. Linking sections of dance together</p> <p>We are learning: to use props in our dance sequence</p> <p>Activity: Using a chair in routines</p>	<p>3. Work in groups of 3/4 to create a rolling and jumping sequence</p> <p>We are learning: to perform powerful jumps from low apparatus</p> <p>Activity: Sequence and supporting activities for jumping</p>	<p>shot on a moving ball</p> <p>We are learning: to move towards a ball to return it over the net</p> <p>Activity: Moving into zones to return</p>	<p>3. Work as a team to stop and pass the ball to the field</p> <p>We are learning: to stop a moving ball using the long barrier technique</p> <p>Activity: 4 v 4 games, fielders must collect the ball and make successful passes around the team to stop batter scoring runs</p>	<p>improve when working as a group</p> <p>3. Play competitively and fairly</p> <p>We are learning: to work with others and identify what went well and what we could do to improve</p> <p>Activity: Tag ball, shark-infested water and all aboard</p>	<p>We are learning: to throw a javelin using the pull throw technique</p> <p>Activity: Kings and Queens</p>
	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. When defending, get close to the ball carrier 2. Work together as defenders 3. Explain what is meant by closing down space <p>We are learning: to close down an attacker's space as a defender</p> <p>Activity: Tracking attackers</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Incorporate facial expressions into a dance phrase 2. Build a dance with multiple phrases 3. Describe ways to improve self and others' performances <p>We are learning: to use facial expressions to bring life and emotion to our dance</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Work collaboratively to mount apparatus 2. Work in unison across a variety of actions 3. Identify when strength is used within movement <p>We are learning: to perform in unison with a partner to mount apparatus</p> <p>Activity: Jumping & rolling</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Perform in a rally with a partner 2. Keep track of the score and aim to beat the previous score during a rally 3. Describe the skills needed to keep a rally going <p>We are learning: to play cooperatively with a partner to keep the ball moving over the net</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Throw over longer distances using an overarm throw 2. Recognise when to throw over longer distances 3. Recognise the rules of the modified game and use them fairly <p>We are learning: to</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Identify what they need to do to complete a challenge 2. Participate safely, considering others 3. Confidently work closely with others <p>We are learning: to identify and explain what is required to complete a variety of challenges</p>	<p>Lesson 5:</p> <ol style="list-style-type: none"> 1. Practice a variety of skipping techniques 2. Participate in skipping challenges against self and others 3. Discover ways to skip with a partner <p>We are learning: a variety of skipping techniques</p> <p>Activity: Single and partner skipping, skipping</p>

		Activity: Practising different facial expressions & putting the dance together.	sequence in pairs in unison	Activity: Conditioned game	throw longer distances overarm Activity: 4 v 4 game using simplified pairs cricket rules	Activity: Alphabet and bridge game, circle hoop and hands challenge	challenges and skipping sequences
	Lesson 6: 1. Implement new skills in the AFL game 2. Experienced passing back in an unopposed situation 3. Listen to others to work as a team We are learning: to perform a backwards pass to continue an attack Activity: Tournament	Lesson 6: 1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve own performance We are learning: to take on the director role to help others improve their dance Activity: Performance	Lesson 6: 1. Choose and apply contrasting shapes in a sequence 2. Work in a group of 3 or 4 to produce a contrasting sequence 3. Include unison in sequence We are learning: to create a group performance using contrasting actions Activity: Assessment for Learning		Lesson 6: 1. Use accurate throws to return a ball from the field 2. Strike a bowled ball to score runs for your team 3. Suggesting ways to improve own and others game We are learning: to perform as a wicketkeeper Activity: Competition week—round robin using basic pairs cricket format (batters do not swap ends, the pair always bat from the same end)		
Unit focus/End point	Handle a rugby ball with	Practise and put together a	Modify actions independently	To identify and describe some	Adhere to some of the basic rules	Work with others to solve problems.	Control movement in response to

	confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.	performance. Perform using facial expressions. Perform with a prop	using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.	rules of tennis. Serve to begin a game and explore forehand hitting.	of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.	Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.	instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.
Ongoing Teaching	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile
Enrichments	Healthy Active Lifestyles session				Cross Country (GGG)	Girls Football Tournament (GGG)	Spots Day Sports Week

Year 4	Weeks 1 - 6	Weeks 7 – 12	Weeks 13 - 18	Weeks 19 - 23	Weeks 24 - 29	Weeks 30 - 34	Weeks 35 - 39
Coverage	Hockey (Invasion Games)	Dance	Gymnastics	Tennis (Net and Wall)	Rounders (Striking and Fielding)	QAA	Athletics (end point Sport Day)
	<i>Swimming lessons in addition during the Spring / Summer Term</i>						
SMSC	*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*So	*Mo/*So	*Mo/*So	*Sp/*Mo/*So/*Cu	*Sp/*Mo/*So/*Cu
National Curriculum Coverage (substantive knowledge)	<ul style="list-style-type: none"> Working collaboratively to attack a goal Working to develop new skills and techniques and apply them in a 	<ul style="list-style-type: none"> Explore freeze frames Show a variety of transitions in my work Explore a variety of formations for a set phrase 	<ul style="list-style-type: none"> To perform using a change of speed and direction Work collaboratively to perform with a partner 	<ul style="list-style-type: none"> Play against others for sustained periods of play Work to transfer forehand tennis skills to backhand 	<ul style="list-style-type: none"> Developing techniques of throwing and catching Developing strength, technique and control in running 	<ul style="list-style-type: none"> Develop strength Work cooperatively as part of a team Work collaboratively in a 	<ul style="list-style-type: none"> Master basic movements, including throwing and running. Competing against others to develop the basic

	<p>competitive situation</p> <ul style="list-style-type: none"> Implement rules to a modified game to play in a sportsmanlike and competitive way. 	<ul style="list-style-type: none"> Perform a set phrase in canon as a group Sequence movements to create a dance Exploring start positions in routines 	<p>and in a small group</p> <ul style="list-style-type: none"> To work collaboratively with others to include compositional ideas To perform and judge a group sequence 	<ul style="list-style-type: none"> Work hard in doubles games with a partner 	<ul style="list-style-type: none"> Play in competitive games using rules Apply basic principles and techniques for attacking and defending. 	<p>competitive scenario.</p>	<p>technique of acceleration</p> <ul style="list-style-type: none"> To master and develop the basic techniques for jumping from One to two feet Master the basic skills of throwing using wind up and sling techniques
Resources/Equipment	Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.	Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.	Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards, e.g. examples of shapes, jumps etc.	Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.	A range of balls, a range of bats and striking equipment, posts, button cones, batting cone.	Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, soft balls, bibs/bands, compass.	A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, low hurdles, buckets or other containers.
Specific vocabulary to teach	Tier 2: Control, defend, attack, dribble,	Tier 2: Rehearse, director, formation, frames. Tier 3: Choreographer, Improvisation.	Tier 2: Stamina, leap, Tier 3: Compositional	Tier 2: Forehand, backhand, points, score, net, tactics,	Tier 2: Zones, directing, speed. Tier 3: intercept,	Tier 2: Challenges, problem-solving. Tier 3: Cardinal points.	Tier 2: Track, force, accelerate, hurdles, foam javelins. Tier 3: vortex howler.
Prior Learning / Why this?	Experienced different types of	Built stylistic qualities through	Identified similarities and	Can identify and describe some	Has played simple rounders games	Worked with others to solve	Showed controlled movements in

<p>Why now?</p>	<p>small-sided invasion games. Able to send and receive balls. Used a variety of techniques and tactics to play competitively, both attacking and defending.</p>	<p>repetition and applying movement to one's own body. Built basic creative choreography skills in travelling, dynamics and partner work. Hall used for nativity/stage</p>	<p>differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work. Indoor activity in Jan (weather)</p>	<p>rules of tennis. Have served to start a game. Explored forehand hitting.</p>	<p>and applied some rules to these games. To continue to develop and use simple rounders skills.</p>	<p>problems. Described their work and used different strategies to solve problems. Lead others and be led. Differentiated between when a task is competitive and when it is collaborative.</p>	<p>response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force. Sports Day</p>
<p>Possible lesson progression/ activities</p>	<p>Lesson 1: 1. Pass and receive the ball with accuracy 2. Work collaboratively to attack a goal 3. Explain how accurate passes help when attacking We are learning: to perform a push pass with accuracy Activity: AFL game</p>	<p>Lesson 1: 1. Develop dance 'freeze frames' based on a visual stimulus 2. Work in small groups to create freeze-frame positions We are learning: to use freeze frame in our dances Activity: Assessment for Learning Task</p>	<p>Lesson 1: 1. Compose and perform a sequence of 6 elements 2. Use compositional ideas, including changes in speed & direction 3. Teach your sequence to a partner We are learning: to perform a 6-element sequence that uses changes in speed and direction. Activity: Assessment for learning</p>	<p>Lesson 1: 1. Be in the correct position to move and receive/return balls 2. Be alert to your opposing player 3. Identify types of throws to different targets We are learning: to return to the middle of the court after playing a shot Activity: Assessment for Learning</p>	<p>Lesson 1: 1. Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score We are learning: to hit the ball in different directions Activity: Assessment for Learning Task</p>	<p>Lesson 1: 1. Perform AFL task as part of a group 2. Suggest ways to solve the problem 3. Support others to participate in the task We are learning: to work collaboratively to complete a problem-solving task Activity: Assessment for learning task</p>	<p>Lesson 1: 1. Challenge yourself to jump in a variety of ways for distance and height 2. Show different ways of running and moving 3. Compare different throws with different equipment We are learning: to challenge ourselves in running, jumping and throwing tasks</p>

							Activity: Assessment for Learning
	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Control ball when moving around players unchallenged 2. Move into space at speed to receive and send the ball 3. Use control of the ball to keep possession within a game <p>We are learning: to perform a straight dribble to maintain possession Activity: 4 v 4 Game with dribble zone</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Develop freeze frame positions to include transitions 2. Demonstrate how to link positions in a variety of ways 3. Practice and perform a slide and roll <p>We are learning: to perform a slide and roll confidently Activity: Slide and roll activity and transitions</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Create a sequence with a partner to be performed in unison 2. Pairs collaborate to combine their sequences into one 3. Use the STEP principle to enhance the creative process <p>We are learning: to use the STEP principle to create and perform a partner sequence. Activity: Paired and group sequence building using the STEP principle.</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Explore techniques used in a forehand shot 2. Play in small games against opposition using forehand shots to score points <p>We are learning: to accurately use the forehand in game situations to score points Activity: Conditioned gameplay</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Run at speed to avoid being stumped out 2. Choose when to run onto the next base 3. Know some of the basic running and stumping rules <p>We are learning: to run between the posts and avoid getting stumped out Activity: Conditioned scoring game</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Recognise compass points 2. Operate as part of a team to solve a problem 3. Listen and be directed by others <p>We are learning: to work collaboratively to create shapes whilst blindfolded Activity: Make the shape</p>	<p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Assess what fast running feels like 2. Practice and perform running at speed 3. Compete over short distances against self and others <p>We are learning: to accelerate over short distances Activity: Gears and running games</p>
	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Keep possession of the ball in small groups un-challenged 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Learn and replicate a set phrase 2. Develop a short dance using unison 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Compose a sequence of actions including some element 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Introduce backhand shots 2. Attempt to self-feed for 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Observing and moving towards a ball in the field 2. Intercept balls to stop runs 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Explain what a compass is 2. Describe how a 	<p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Use running to increase the distance of jumps 2. Judge speed to take off

	<p>2. Use reverse stick to stop the ball on the far side of the body</p> <p>3. Keep possession of the ball and progress consistently</p> <p>We are learning: to use reverse-stick to control a ball on the far side of our body</p> <p>Activity: 3 v 3 game large score zone to practise reverse stick</p>	<p>and formations</p> <p>3. Describe different formations</p> <p>We are learning: to use a variety of formations when performing</p> <p>Activity: Working through a variety of different formations that can be used in dance</p>	<p>of weight on hands</p> <p>2. Demonstrate control & body tension when taking weight on hands</p> <p>3. Combine changes in speed and direction in their sequence</p> <p>We are learning: to perform actions taking weight on hands</p> <p>Activity: Variations of taking weight on hands</p>	<p>backhand shots</p> <p>3. Identify the differences between forehand and backhand shots</p> <p>We are learning: to play a backhand shot with some control</p> <p>Activity: Rally</p>	<p>in game situations</p> <p>3. Work with the team to return balls in the field</p> <p>We are learning: to intercept the ball using one hand</p> <p>Activity: Zone rounder with conditions for fielding</p>	<p>compass can be used</p> <p>3. Use compass points to complete the task successfully</p> <p>We are learning: to name and recognise the cardinal points of the compass</p> <p>Activity: Cardinal cones / Sit on my knee</p>	<p>from a specified point</p> <p>3. Demonstrate control upon take-off</p> <p>We are learning: to run and jump using a one-footed take-off</p> <p>Activity: Cone take off, hopscotch, measuring jumps</p>
	<p>Lesson 4:</p> <p>1. Increase distance on passes.</p> <p>2. Be able to use the slap pass with some accuracy.</p> <p>3. To be able to use the rules of the game to monitor play.</p> <p>We are learning: to use a slap pass to</p>	<p>Lesson 4:</p> <p>1. To perform in cannon routines and canon lines</p> <p>2. Improve and extend mission set phrase</p> <p>We are learning: to extend our 'mission dance' phrases using canon</p>	<p>Lesson 4:</p> <p>1. Explore pathways as a compositional idea</p> <p>2. Work in groups of 4 to compose a 6 element sequence</p> <p>3. Use cooperation skills to organise their sequence</p>	<p>Lesson 4:</p> <p>1. Demonstrate ready position to return serve</p> <p>2. Move towards and return a moving ball</p> <p>3. Return balls to different places on the court</p> <p>We are learning: to combine ready position and court</p>	<p>Lesson 4:</p> <p>1. Attempt to bowl 'Good balls' abiding by the bowling rules</p> <p>2. Use the underarm bowl technique in a game situation</p> <p>3. Describe the rules of and surrounding</p>	<p>Lesson 4:</p> <p>1. Perform under time pressures</p> <p>2. Refine answers from clues</p> <p>3. Work independently from the teacher</p> <p>We are learning: to complete an orienteering task calmly under time pressure</p>	<p>Lesson 4:</p> <p>1. Introduce sling technique for discus throws</p> <p>2. Practice the wind-up technique</p> <p>3. Practice with different equipment</p> <p>We are learning: to use a sling action to throw a discus</p>

	<p>send the ball over longer distances. Activity: Slap and score</p>	<p>Activity: Canon in lines and canon in group mission routines</p>	<p>We are learning: to develop a sequence using compositional ideas, e.g. pathways Activity: Creating sequences around interesting pathways</p>	<p>movement to consistently return the serve Activity: Freeze Tennis</p>	<p>underarm bowling We are learning: to underarm bowl, abiding by the rules of bowling Activity: Bowling activities</p>	<p>Activity: Sprint orienteering</p>	<p>Activity: Measuring rules, throwing with own technique, throwing using sling throw technique</p>
	<p>Lesson 5: 1. Turn with the ball unchallenged 2. Receive the ball and turn in to space 3. Receive the ball in a game & move into space by turning We are learning: to turn to keep the ball under control and move into space Activity: Extended AFL task</p>	<p>Lesson 5: 1. Sequence movements in a logical order 2. Work collaboratively in small groups to refine movements 3. Evaluate my work We are learning: to sequence our dance actions to show good flow Activity: group work to the sequence given moves</p>	<p>Lesson 5: 1. Recap mounting high apparatus and use within the sequence 2. Adapt compositional ideas to incorporate apparatus 3. Refine and perform as a group their sequence We are learning: to cooperate as a group to refine a short sequence. Activity: Recapping mounting higher</p>	<p>Lesson 5: 1. Use tennis skills to play in doubles games 2. Work together to score points 3. Work together to stop the opposition scoring points We are learning: to work with a partner to score points in a game Activity: Doubles game</p>	<p>Lesson 5: 1. Show the position and stance in the role of the backstop 2. As a backstop, make quick decisions about where to throw the ball 3. Explain the essential role of the backstop in rounders We are learning: to play the role of backstop in a small game Activity: Free the prisoners, conditioned game.</p>	<p>Lesson 5: 1. Use a map to follow a course 2. Work cooperatively with a partner 3. Evaluate their success We are learning: to work with a partner to use a map to follow a course Activity: Netball numbers</p>	<p>Lesson 5: 1. Perform running on a curve 2. Perform a baton exchange 3. Analyse as a team how to improve the baton exchange We are learning: to run on a curve and exchange a baton in our team Activity: Running on curves, practising the baton exchange. (Printable pictures available for baton exchange).</p>

			apparatus and using in sequence.				
	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Use a range of passes to build an attack. 2. Use tactics and teamwork to score goals. 3. Suggest ways to improve own & others game. <p>We are learning: to develop new skills in competitive situations and look to improve.</p> <p>Activity: Competition week—round-robin using basic hockey rules.</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Create a 5 action routine following the theme 2. Practice and perform a routine which includes an ‘entering’ start position <p>We are learning: to create a 5 action dance routine showing good ‘stage’ entry</p> <p>Activity: Devising routines after being given set starting positions</p>	<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Enhance existing sequence and perform it to be judged 2. Use a judging system to evaluate a group sequence 3. Compare and contrast group performances <p>We are learning: to judge and compare performances</p> <p>Activity: Judge and improve</p>		<p>Lesson 6:</p> <ol style="list-style-type: none"> 1. Play in a game using basic elements of the rounders scoring system 2. Describe how to score a full-rounder and how to score a half-rounder 3. Identify when a no ball has been bowled <p>We are learning: the rounders scoring system and using it in a game</p> <p>Activity: Competition week, round-robin using basic rounders format, bowlers bowl from box and batters aim to gain a rounder.</p>		
Unit focus/End point	Consistently perform basic hockey skills such as dribbling and push passes. Implement the	Work to include freeze frames in routines. Practise and perform a variety of different	Become increasingly competent and confident to perform skills more consistently.	Explore some forehand and backhand shots. Work to return the serve. Explore positions in	To develop a range of skills in a competitive context. Choose and use a range of simple tactics	Work well in a team or group within defined and understood roles. Plan and refine strategies	Investigate ways of performing running, jumping and throwing activities. Use a variety of

	basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.	formations in dance.	Perform in time with a partner and group. Use compositional ideas in sequences.	gameplay.	in isolation and a game context. Identify different roles in rounders.	to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve.	equipment to measure, time and compare different styles of runs, jumps and throws.
Ongoing Teaching	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile	Active Daily Mile
Enrichments	Healthy Active Lifestyle session				Cross Country (GGG)	Girls Football Tournament (GGG)	Sports Day Sports Week