|  |
| --- |
|  |
| **Physical Education****Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**(****Physical Education) INTENT**

**Curriculum Intent:** Equipping Children for a World of Possibilities.

**Physical Education Subject Intent:**

Physical Education at our school is about inspiring children to live active and healthy lives. To equip them with skills that enables them to understand the importance of making healthy life choices both physically and mentally. They will acquire a mastery of core basic skills which will prepare them for adult life; from being able to work in a team, asking for help when needed and giving them tools to deal with an everyday competitive life.

**(Physical Education) IMPLEMENT**

How is your subject taught?

Physical Education is taught as a whole class within year groups.

In HHIS we use the Real PE, Real gym and Real Dance programmes to underpin our PE lessons. These have high quality PE lessons focussing on the fundamental movement skills with a clear progression of skills across the year groups. There are usually 3 lessons on each skill- the first lesson a teacher does an assessment to see where the children are. The next lesson working on the skill again and final lesson is working on the skills again with another assessment to see progression made.

The lesson sequence is a warm up, practise the skills, apply the skill and a review section. These Real PE/Gym and dance lessons also have cogs which support the learning- personal, social, physical, cognitive, creative and Health and fitness. These help to promote the holistic approach and support the children’s growth mindset.

Throughout the school, PE is taught twice a week. One of these sessions is following the Real PE curriculum and the other is focusing on either real Gym or Real Dance and team games. Throughout the day the children have the opportunity for brain breaks using things such as 5 a day, imoves etc. Where possible children also have active lessons to promote and encourage the 60daily active minutes. In reception and year 1, children have access to a wonderful outdoor environment where they can continue to practise their gross motor skills.

We work in partnership with Harris School Partnership to support our Physical Education curriculum. They enable us to offer additional extra-curricular activities and provide our children with the opportunities to take part in competitions in our local area. With their support, we are able to offer other activities to offer the children those first hand experiences of a range of sports- including indoor athletics. This can ignite a passion for a sport and expose children to different activities they otherwise would not experience. Working with SSP also allows us the opportunity to attend different competitions against other schools. It also provides us with networking opportunities to network with other schools.

Provision for DAP, SEND, EAL is dependent on specific needs. There is adult support for those when needed and there are videos for children to follow to demonstrate the skills in which they are learning. Children are able to work within their own ability and move onto the next challenge. Teacher Assessment help identify children not making progress and so intervention can be put in place to support those children.

To support children with their learning, they have opportunity to take part in active brain breaks during lessons to help support their academic learning. This is sometimes, whole class, small groups or on an individual basis.

Children have access to equipment during break and lunchtimes to encourage active and part of their 60 minute of physical activity a day.

Children access Swimming in year 3 at Henry Hinde Junior school.

**National Curriculum Statements for KS1**

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

 ♣ participate in team games, developing simple tactics for attacking and defending

♣ perform dances using simple movement patterns.

**(****Physical Education) Long-term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Year R | **Finding Space**Pencil gripHandles equipment and tools effectively including pencils for writingExploring movements**Dance**Developing basic movement skillsCan dress and undress appropriately  | **Gymnastics** Developing basic movement skillsShows importance of how to transport equipment safelyDemonstrates good control of body when using small apparatus**Gymnastics**Developing basic movement skillsDemonstrate good control of the body when using large apparatus  | **Games**Developing basic movement skills  |
| Year 1 | **Real PE** Co-ordination and static balance on one leg**Real PE**- Dynamic balance and agility- seated balanceChristmas performance- danceactive brain breaks**Real Dance**perform dances using simple movement patterns. | **Real PE**- Dynamic balance on a line and Static balance-stanceCo-ordination- ball skills and counter balance-partner workActive brain breaks**Real Gym****Unit 1-** **Shape** **Travel****Unit 2-** **Flight****rotation** | **Real PE**- Co-ordination sending and receiving and reaction/response**Real PE**- Agility –Ball Chasing and staticBalance- Floor workYoga/active brain breaks**Team Games**♣ participate in team games, developing simple tactics for attacking and defendingDodgeball and playground games- hens and chicks etcForest School? |
| Year 2 | **Real PE** PersonalCo-ordination and static balance on one leg**Real PE**- SocialDynamic balance – Jumping and landingStatic balance- seatedYoga/active brain breaks Christmas performance Dance**Real Dance**perform dances using simple movement patterns. | **Real PE** CognitiveDynamic balance- on a lineStatic balance- stance**Real PE-** CreativeCo-ordination- ball skills counter balance-partner workYoga/active brain breaks**Real Gym****Unit 1-** BalanceTravel**Unit 2-** Flightrotation | Forest School?Physical**Real PE**- Co-ordination sending and receiving Agility- reaction/responseHealth and fitnessReal PE Agility –Ball Chasing Static Balance- Floor workYoga/active brain breaksEnd of Year performance-**Dance****Team Games-**♣ participate in team games, developing simple tactics for attacking and defendingRounders and benchball |
| Year Group: Year 2 | Term- Autumn 1 | Unit of Learning- Personal |
| About the unit-**SOME****Level 3*** I have begun to challenge myself.
* I know where I am with my learning.

**Level 2*** I try several times if at first I don’t succeed.
* I ask for help when appropriate.

**Level 1*** I can work on simple tasks by myself.
* I can follow instructions and practise safely
 | Where the unit fits in10**Coordination**Footwork1**Static Balance**One Leg |
| Prior LearningChildren will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwardsBackwards, side to side, direction, turn, quarter, freeze, landing, jump, tucked, raise | ResourcesCones,Bean bags, balls, |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- SocialCoordination- Footwork**Success =*** Balance and control throughout
* Fluent, smooth movements
* Performing movements in both directions/on both sides

**Yellow Challenge**With fluency and control:1. I can side-step in both directions.
2. I can gallop, leading with either foot.
3. I can hop on either foot.
4. I can skip.

**Green Challenge END OF KS1 EXPECTED**With fluency and control:1. I can combine side-steps with 180° front pivots off either foot.
2. I can combine side-steps with 180° reverse pivots off either foot.
3. I can skip with knee and opposite elbow both at 90° angle.
4. I can hopscotch forwards and backwards, hopping on the same leg (right and left).

GD children**Red Challenge**With fluency and control, starting slowly and then at maximum speed:1. I can hopscotch forwards and backwards, alternating my hopping leg each time.
2. I can complete 3 step zigzag patterns forwards.
3. I can complete 3 step zigzag patterns backwards.

**Blue Challenge**With fluency and control, starting slowly and then at maximum speed:1. I can combine 3 step zigzag patterns with cross-over (swerve) when I change my lead leg (crossing my back leg over my lead leg, planting it on the floor).
2. I can move in a 3 step zigzag pattern, with a knee raise across my body just before I change lead leg and direction.
3. I can move in a 3 step zigzag pattern, lifting my foot up behind me just before I change lead leg and direction.

Static balance- One leg**Success =*** Minimum wobble (control)
* Standing foot still
* Non-standing foot off the floor

**Yellow Challenge**Maintaining balance and on both legs:1. I can stand still for 10 seconds

**Green Challenge\_ EXPECTED END OF KS1**Maintaining balance and on both legs:1. I can stand still for 30 seconds.
2. I can complete 5 mini-squats.

**Red Challenge**Maintaining balance and on both legs:1. I can stand still for 30 seconds with eyes closed.
2. I can complete 5 squats.
3. I can complete 5 ankle extensions.

**Blue Challenge**Maintaining balance and on both legs:1. I can stand still on an uneven surface for 30 seconds.
2. I can stand still on an uneven surface for 30 seconds with eyes closed.
3. I can complete 10 squats into ankle extensions.
4. I can complete 5 squats with eyes closed.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline AssessmentCoordination- Footwork**Success =*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.
 | **Equipment**You will need cones or markers , small matching equipment, for example beanbags, cards, throw down markers or cones, balls or cones.Warm upRock,paper, scissors SkillFootworkSkill applicationMatching pairsReview- Time Shares | **Success =*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.
 |
| Lesson 2Co-ordination- Footwork* Keep your head up and back straight.
* Work off the balls of your feet.
* Bend your knees to push off and land.
 | **Equipment**You will need cones or markers , lines, floor spots, benches, low beam, balls or cones.cones.Warm UpRock, paper, scissorsSkillsFootworkSkill applicationFollow the leader | **Success =*** Balance and control throughout
* Fluent, smooth movements
* Performing movements in both directions/on both side
 |
| Lesson3Footwork* Keep your head up and back straight.
* Work off the balls of your feet.
* Bend your knees to push off and land.
 | **Equipment**You will need cones or markers , small matching equipment, for example beanbags, cards, throw down markers or cones, balls or cones.Warm upRock, Paper, ScissorsSkillsFootworkSkill applicationMatching PairsReview- Time Shares | **Success =*** Balance and control throughout
* Fluent, smooth movements
* Performing movements in both directions/on both sides
 |
| Lesson 4One leg **Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.
 | **Equipment**You will need cones, markers, large balls, bibs, tags, wobble cushions, floor spots, balloons, balls, balls or cones.Warm UpStuck in the mudSkillsOne leg Skill applicationBalloon BalanceReview- Time shares | **Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble
 |
| Lesson 5. **Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy (core muscles) tight and back straight.
* Use your arms to help you balance.
 | **Equipment**You will need cones, markers, large balls, bibs, tags, wobble cushions, rubber band for receiving a force, balls or cones.Warm upStuck in the mudSkillsOne LegSkill applicationMirror Image (1 leg)Review- Time share  | **Success =*** Minimum wobble (control)
* Standing foot still
* Non-standing foot off the floo
 |
| Lesson 6- Assess **Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy (core muscles) tight and back straight.
* Use your arms to help you balance.
 | **Equipment**You will need cones, markers, large balls, bibs, tags, wobble cushions, floor spots, balloons, balls, balls or cones.Warm upStuck in the mudSkillOne legSkill applicationBalloon balanceReview- Time Shares | **Success =*** Minimum wobble (control)
* Standing foot still
* Non-standing foot off the floor
 |

**Physical Education) Medium-term Plan Real pe**

|  |  |  |
| --- | --- | --- |
| Year Group: Year 2 | Term- Autumn 2 | Unit of Learning- Social |
| About the unit-**SOME**Level 2I can praise others.**MANY**Level 1I can work sensibly with others, taking turns and sharing.**ALL**Level 1I can work sensibly with others. | Where the unit fits in |
| Prior LearningChildren will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwardsBackwards, side to side, direction, turn, quarter, freeze, landing, jump, tucked, raise | ResourcesSpots,Hoops |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social* Dynamic balance – Jumping and landing- Success Criteria
* Good take off and height
* Balance and control on landing
* Soft landings

**Yellow Challenge**Maintaining balance throughout:1. I can jump from 2 feet to 2 feet forwards, backwards and side to side

**Green Challenge EXPECTED KS1**Maintaining balance throughout:1. I can jump from 2 feet to 2 feet with a quarter turn in both directions.
2. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

**Red Challenge GD**Maintaining balance throughout:* I can jump from 2 feet to 2 feet with 180° turn in either direction.
* I can complete a tucked jump.
* I can complete a tucked jump with 180° turn in either direction

GD children**Blue Challenge**Maintaining balance and landing on a line:1. I can jump from 2 feet to 2 feet forwards, backwards and side-to-side.
2. I can hop forward and backwards, freezing on landing.
3. I can jump from 1 foot to the other forwards and backwards, freezing on landing.
4. I can hop sideways, raising my knee and freezing on landing.
5. I can jump from 1 foot to the other sideways, raising my knee and freezing on landing

Static balance- seatedSuccess Criteria* Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain

**Yellow Challenge**In a seated position for 10 seconds:1. I can balance with both hands and feet touching the floor.
2. I can balance with 1 hand and 2 feet touching the floor.
3. I can balance with 2 hands and 1 foot touching the floor.
4. I can balance with 1 hand and 1 foot touching the floor.
5. I can balance with 1 hand and 1 foot touching the floor.
6. I can balance with no hands or feet touching the floor

**Green Challenge – EXPECTED KS1**In a seated position with no hands or feet touching the floor:* I can pick up a cone from one side, swap hands and place it on the other side.
* I can return the cone to the opposite side.

**Red Challenge**In a seated position with no hands or feet touching the floor:1. I can pick up a cone from one side and place it on the other side with the same hand.
2. I can return it to the opposite side using the other hand.
3. I can sit in a dish shape with straight arms and legs and hold it for 5 seconds.

**Blue Challenge**In a seated position without hands or feet touching the floor:* I can reach and pick up a cone an arm’s distance away, swap hands and place it on the other side (both directions).
* I can reach, pick up a cone an arm’s distance away, and place it on the other side using the same hand (both directions).
* I can hold a V-shape with straight arms and legs for 10 seconds.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline AssessmentJumping and Landing* Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up.
 | You will need floor spots , hoops , medicine ball , size 4 or 5 balls , tape measure  Warm upStepping stones SkillJumping and landingSkill applicationDevelop jumping combinations(jumping competitive | * Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 2Jumping and Landing* Bend your knees on take-off and on landing.
* Swing your arms to help gain height and use them to help balance on landing.
* Try to land softly so there is no noise.
 | You will need floor spots , hoops , medicine ball , size 4 or 5 balls , tape measure Warm UpStepping StonesSkillsJumping and LandingSkill applicationDevelop jumping combinations (jumping co-operation) | * Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson3Jumping and landing* Bend your knees on take-off and on landing.
* Swing your arms to help gain height and use them to help balance on landing.
* Try to land softly so there is no noise.
 | You will need floor spots , hoops , medicine ball , size 4 or 5 balls , tape measure Warm upStepping stonesSkillsJumping and LandingSkill applicationJumping- competitive | * Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 4Seated balance* Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight
 | You will need cones , markers , beanbags , benches , swiss ball , wobble cushions Warm UpFind and select shapesSkillsseatedSkill applicationMirror Image | * Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain
 |
| Lesson 5Seated Balance* Keep your tummy tight (core muscles) and back straight.
* Keep your weight going through your bottom.
* Keep your head up and breathe throughout.
 | Warm UpFind and select shapesSkillsseatedSkill applicationExchange objects in 4s  |  |
| Lesson 6Seated balance* Keep your tummy tight (core muscles) and back straight.
* Keep your weight going through your bottom.
* Keep your head up and breathe throughout.
 | You will need cones , markers , beanbags , benches , swiss ball , balls , hoops .Warm upFind and select shapesSkillSeatedSkill applicationExchange objects |  |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 2 | Term- Spring 1 | Unit of Learning- cognitive Dynamic balance – on a lineStatic balance- Stance |
| About the unit-**Level 3*** I can explain what I am doing well and I have begun to identify areas for improvement

**Level 2*** I can begin to order instructions, movements and skills.
* I can explain why someone is working or performing well.
* With help, I can recognise similarities and differences in performance.

**Level 1*** I can name some things I am good at.
* I can understand and follow simple rules.
 | Where the unit fits in |
| Prior LearningChildren will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1**Green Challenge**Maintaining balance on a line:1. I can walk fluidly, lifting knees up to 90°.
2. I can walk fluidly, lifting heels up to bottom.

GD**Red Challenge**Maintaining balance on a line:1. I can perform a marching action, lifting knees and elbows up to a 90° angle.
2. I can walk fluidly with a heel to toe landing.
3. I can walk fluidly, lifting knees up and using a heel to toe landing.
4. I can walk fluidly, lifting heels up to bottom and using a heel to toe landing

STATIC BALANCE EXPECTED **Green Challenge**Maintaining balance throughout:1. I can stand on a low beam with a good stance for 10 seconds.

GD**Red Challenge**On a line and then a low beam, maintaining balance:1. I can receive a small force from various angles.
2. I can raise alternate feet 5 times.
3. I can raise alternate knees 5 times.
4. I can catch a ball at chest height and throw it back.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline AssessDynamic balance on a line | Warm upRace walkingYou will need cones , markers , selection of balls , stop watches .SkillOn a lineSkill applicationBalance circuitReview MethodQuestion Carousel You will need lines , floor spots , benches , low beam , beanbags , cones , hoops  | **Success =*** Smooth movements and minimum wobble
* Staying on the line with head up
* Opposite arm and leg moving forwards
 |
|  |  |  |
| Lesson 2Dynamic balance on a line | Warm upRace walkingSkillOn a lineSkill ApplicationRock, paper, scissors adaptReviewQuestions carousel You will need cones , markers , selection of balls , stop watches  | * Keep your head still and look forward.
* Use your arms to help you move and balance as you walk (opposite arm and leg).
* Work off the balls of your feet.

**Success =*** Smooth movements and minimum wobble
* Staying on a line with head up
* Opposite arm and leg moving forwards
 |
| Lesson 3 Re assessDynamic balance on a line | Warm upRace walkingSkillOn a lineSkill ApplicationBalance circuitReviewQuestions carouselYou will need cones , markers , selection of balls , stop watches , lines , floor spots , benches , low beam , beanbags , hoops   | * Keep your head still and look forward.
* Use your arms to help you move and balance as you walk (opposite arm and leg).
* Work off the balls of your feet.

**Success =*** Smooth movements and minimum wobble
* Staying on a line with head up
* Opposite arm and leg moving forwards
 |
| Lesson 4 Baseline assess for this skillStatic balance stance | Warm upLine outSkillstanceSkill ApplicationBalance transfer (competitive)ReviewQuestion CarouselYou will need cones , markers , lines , ropes , low beam , size 4 or 5 balls , tennis balls , rackets , beanbags , spots , hoops , balls , throw down lines or ropes . | * Keep your feet a shoulder width apart.
* Bend your knees.
* Keep your back straight and head up.

**Success =*** Both feet facing forwards
* Feet still
* Minimum wobble (control
 |
| Lesson 5Static balance stance | Warm upLine outSkillstanceSkill ApplicationDevelop combinations (beam)ReviewQuestions CarouselYou will need cones , markers , lines , ropes , low beam , size 4 or 5 balls , tennis balls , rackets , benches , throw down lines or ropes . | * Keep your feet a shoulder width apart and knees bent.
* Keep your weight on the balls of your feet.
* Keep your back straight and head up.

**Success =*** Both feet facing forwards
* Feet still
* Minimum wobble (control)
 |
| Lesson 6Static Balance stanceRevisit Assessment | Warm upLine outSkillStanceSkill applicationBalance Transfer (competitive)ReviewQuestions Carousel | * Keep your feet a shoulder width apart and knees bent.
* Keep your weight on the balls of your feet.
* Keep your back straight and head up.
* **Success =**Both feet facing forwards
* Feet still
* Minimum wobble (control)
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 2  | Term - Spring 2 | Unit of Learning- Unit 4 –CREATIVECo-ordination-ball skillsCounter-balance with a partner |
| About the unit- Unit 4 creative**Level 3*** I can recognise similarities and differences in movements and expression.
* I can make up my own rules and versions of activities.
* I can respond differently to a variety of tasks.

**Level 2*** I can select and link movements together to fit a theme.
* I can begin to compare my movements and skills with those of others.

**Level 1*** I can explore and describe different movements
 | Where the unit fits in |
| Prior Learning | Vocabulary Movement, space, balance, control, landing, opposite, jump, apparatus | Resources |
| Assessment (By the end of this unit the children will be able to…) **Green Challenge- KS1 EXPECTED Co-ordination – ball skills**With both right and left hand, maintaining control:1. I can sit and roll a ball up and down my legs and round my upper body using 1 hand.
2. I can stand and roll a ball up and down my legs and round my upper body using 1 hand

**Red Challenge- KS1 GD**In less than 20 seconds and in both directions, maintaining control:1. I can stand with my legs apart and move a ball around one leg 16 times (right and left leg).
2. I can move a ball round my waist 17 times.
3. I can stand with my legs apart and move a ball around alternate legs 16 times

**Green Challenge COUNTER BALANCE WITH A PARTNER EXPECTED KS1**With a partner, maintaining balance throughout:1. I can hold on and, with a long base, lean back, hold our balance and move back together again.
2. I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.

**Red Challenge- GD**With a partner, maintaining balance throughout:1. I can hold and, with a short base, lean back, hold our balance and then move back together.
2. I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together.
3. I can perform both short base challenges with eyes closed.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1- co-ordination ball skills (assess) | **Equipment**You will need cones , markers , large balls , size 4 or 5 balls Warm up- Grand PrixSkill – ball skillsSkill application-Getting around us (co-operative)Review-, Badge of Honour stickers .. | **CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed.
 |
| Lesson2 - co-ordination ball skills | Warm up- Grand PrixSkill – Ball skillsSkill application-All routesReview-, Badge of Honour**Equipment**You will need cones , markers , large balls , size 4 or 5 balls , small balls , stickers . | **CoordinationBall Skills*** Focus on maintaining good balance throughout.
* Move the ball with your fingertips.
* Perform the movements smoothly and then gradually increase your speed
 |
| Lesson 3 co-ordination ball skills (re-assess) | Warm up- Grand PrixSkill – ball skillsSkill application-Getting around us (co-operative)Review-, Badge of Honour stick**Equipment**You will need cones , markers , large balls , size 4 or 5 balls , stop watches , stickers . ers  | **CoordinationBall Skills*** Focus on maintaining good balance throughout.
* Move the ball with your fingertips.
* Perform the movements smoothly and then gradually increase your speed.
 |
| Lesson 4 – counter balance with a partner (Assess) | Warm up- on the matSkill – with a partnerSkill application-roller ballReview-, badge of honour**Equipment**You will need large mats , dice , hoops , low beam , large balls , stickers , equipment for throwing, for example beanbags, cones, quoits, tennis ball . | **Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms
 |
| Lesson 5 - counter balance with a partner | Warm up- on the matSkill – with a partnerSkill application-lean awayReview-, Badge of Honour**Equipment**You will need large mats , dice , hoops , low beam , benches , stickers , equipment for throwing, for example beanbags, cones, quoits, tennis ball . | **Counter BalanceWith a Partner*** Keep your tummy (core muscles) tight and body straight throughout.
* Hold on to your partner’s forearms.
* Hold with straight arms when leaning back.
 |
| Lesson 6- counter balance with a partner (Re-assess) | Warm up- on the matSkill – with a partnerSkill application-roller ballReview-, Badge of Honour**Equipment**You will need large mats , dice , hoops , low beam , large balls , stickers , equipment for throwing, for example beanbags, cones, quoits, tennis ball  | **Counter BalanceWith a Partner*** Keep your tummy (core muscles) tight and body straight throughout.
* Hold on to your partner’s forearms.
* Hold with straight arms when leaning back
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 2 | Term- Summer 1 | Unit of Learning- Physical |
| About the unit-**Level 3*** I can perform and repeat longer sequences with clear shapes and controlled movement.
* I can select and apply a range of skills with good control and consistency.

**Level 2*** I can perform a sequence of movements with some changes in level, direction or speed.
* I can perform a range of skills with some control and consistency.

**Level 1*** I can perform a small range of skills and link two movements together.
* I can perform a single skill or movement with some control
 | Where the unit fits in108**Coordination**Sending and Receiving12**Agility**Reaction / Response |
| Prior LearningChildren will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Success =*** Accuracy and weight when sending
* Getting in a good position to receive

Collecting the ball safely **Yellow Challenge**With right and left hand against a wall or with a partner (3 and 5 metre distance):* I can roll a large ball and collect the rebound.
* I can roll a small ball and collect the rebound.
* I can throw a large ball and catch the rebound with 2 hands.

**Green Challenge END OF KS1 EXPECTED**With right and left hand, against a wall or with a partner (3 - 5 metre distance):* I can throw a tennis ball and catch it with the same hand after 1 bounce.
* I can throw a tennis ball and catch it with the same hand without a bounce.
* I can throw a tennis ball and catch it with the other hand after 1 bounce.
* I can throw a tennis ball and catch it with the other hand without a bounce.
* I can strike a large, soft ball along the ground with my hand 5 times in a rally.

GD children**Red Challenge**With both right and left hand/foot, against a wall or with a partner (at least 5 times in a row):* I can strike a ball with alternate hands in a rally.
* I can kick a ball with the same foot.
* I can kick a ball with alternate feet.
* I can roll 2 balls alternately using both hands, sending 1 as the other is returning.
* .

**Blue Challenge**With right and left hand:1. I can alternately throw and catch 2 tennis balls against a wall.
2. I can throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over).
3. I can throw 2 tennis balls against a wall in a circuit, in both directions.

Reaction/ Response**Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch

**Yellow Challenge**From a distance of 1, 2 and 3 metres:1. I can react and catch a large ball dropped from shoulder height after 2 bounces.
2. I can react and catch a large ball dropped from shoulder height after 1 bounce.

**Green Challenge \_ EXPECTED END OF KS1**From a distance of 1, 2 and 3 metres:1. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

GD**Red Challenge**From a distance of 1, 2, and 3 metres:1. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

**Blue Challenge**From a distance of 1, 2, and 3 metres:1. I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base)
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, tennis rackets, tennis balls, large balls, balls of different sizes/weighs, sticks, rackets, pre-prepared cards, equipment to carry , for example balls, beanbags, quoits.Warm upBall Tricks SkillSending and ReceivingSkill applicationCollect your reboundReview- Gift Cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 2**CoordinationSending and Receiving*** Keep your eyes focused on the ball.
* Move your feet to get in line with the ball when receiving.
* Try to have ‘soft hands’ when catching.
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, tennis rackets, tennis balls, large balls, variety of tennis or foam balls, pre-prepared cards, equipment to carry , for example balls, beanbags, quoitsWarm UpBall TricksSkillsSending and Receiving Skill applicationJuggle ChallengeReview- Gift Cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 3**CoordinationSending and Receiving*** Keep your eyes focused on the ball.
* Move your feet to get in line with the ball when receiving.
* Try to have ‘soft hands’ when catching
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, tennis rackets, tennis balls, large balls, large soft balls, benches, nets, pre-prepared cards, equipment to carry , for example balls, beanbags, quoitsWarm upBall TricksSkillsSending and ReceivingSkill applicationBeat the BuzzerReview- Gift Cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 4**AgilityReaction / Response*** Push off hard with your feet.
* Keep your head steady and watch the ball.
* Move your feet to get to the ball (rather than stretching)
* .
 | **EEquipment**You will need cones, markers, large soft balls, tennis balls, small and large bouncy balls, pre-prepared cardsWarm UpBall HandlingSkillsReaction/ ResponseSkill applicationQuick of the markReview- Gift cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |
| Lesson 5. **AgilityReaction / Response*** Take up a ready position with your knees bent and your feet apart (front to back).
* Start quickly and accelerate by pushing off hard with your feet.
* Bend your knees to help you slow down
 | EquipmentYou will need cones, markers, large soft balls, tennis balls, large balls, small balls, pre-prepared cards.Warm upBall HandlingSkillsReaction/ ResponseSkill applicationCopy your partnerReview- Gift Cards  | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |
| Lesson 6- Assess **AgilityReaction / Response*** Take up a ready position with your knees bent and your feet apart (front to back).
* Start quickly and accelerate by pushing off hard with your feet.
* Bend your knees to help you slow down
 | **Equipment**You will need cones, markers, large soft balls, tennis balls, large balls, small balls, pre-prepared cards.Warm upBall HandlingSkillReaction/ ResponseSkill applicationCooperative ChallengesReview- Gift Cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 2 | Term- Summer 2 | Unit of Learning-Heath and Fitness |
| About the unit-**Level 3*** I can explain why we need to warm-up and cool down.
* I can describe how and why my body changes during and after exercise.

**Level 2*** I use equipment appropriately and move and land safely.
* I can say how my body feels before, during and after exercise.

**Level 1*** I am aware of why exercise is important for good health.
 | Where the unit fits in11**Agility**Ball Chasing3**Static Balance**Floor Work |
| Prior LearningChildren will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting ball

**Yellow Challenge**Over a distance of up to 10 metres and turning both ways:1. I can roll a ball, chase and collect it in a balanced position facing the opposite direction.
2. I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.

**Green Challenge – EXPECTED END OF KS1**Over a distance of up to 10 metres and turning both ways:1. Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction.
2. Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction.

GD children**Red Challenge**Over a distance of up to 10 metres and turning both ways:1. I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.
2. I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.
3. I can complete the above challenges using a tennis ball

**Blue Challenge**Over a distance of up to 10 metres and turning both ways:1. I can roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction.
2. I can do the above challenge with a tennis ball.
3. I can roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction.

FLOOR WORK**Success =*** Maintaining balance throughout
* Holding correct position, e.g. back straight
* Control when changing balance/position

**Yellow Challenge**Maintaining balance throughout:1. I can hold a mini-front support position.
2. I can reach round and point to the ceiling with either hand in a mini-front support.

**Green Challenge**Maintaining balance throughout:1. I can place a cone on my back and take it off with the other hand in a mini-front support.
2. I can hold a mini-back support position.
3. I can place a cone on my tummy and take it off with the other hand in a mini-back support.

GD**Red Challenge**Maintaining balance throughout:1. I can hold a full front support position.
2. I can lift 1 arm and point to the ceiling with either hand in a front support.
3. I can transfer a cone on and off my back in a front support.

**Blue Challenge**Maintaining balance throughout:1. I can transfer a tennis ball on and off my back in a front support.
2. I can transfer a cone on and off my tummy in a back support.
3. I can transfer a tennis ball on and off my tummy in a back support
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge

**Health and Fitness Skills**1. Exercise strengthens our heart and lungs which is good for our health.
2. Changes to the body during and after exercise include increased body temperature which causes us to sweat.
3. Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints
 | **Equipment**You will need size 4 or 5 balls, large balls, markers, cones or markers , pre-prepared cards (or different coloured beanbags), pen and paper for teams to keep score, balls, cones (optional – to hide cards under).Warm upScramble Madness SkillBall ChasingSkill applicationTunnelsReview- Always, Sometimes, Rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 2**AgilityBall Chasing*** Start quickly and accelerate by pushing off hard with your feet.
* Drive your arms from ‘hips to lips’ to help you accelerate.
* Keep watching the ball and concentrate on your timing so you arrive at the right time
 | **Equipment**You will need size 4 or 5 balls, large balls, small balls, cones or markers , pre-prepared cards (or different coloured beanbags), pen and paper for teams to keep score, balls, cones (optional – to hide cards under)Warm UpScramble MadnessSkillsBall ChasingSkill applicationDevelop Combinations (ball)Review- Always, Sometimes, Rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting ball
 |
| Lesson 3**AgilityBall Chasing*** Start quickly and accelerate by pushing off hard with your feet.
* Drive your arms from ‘hips to lips’ to help you accelerate.
* Keep watching the ball and concentrate on your timing so you arrive at the right time.

**Health and Fitness Skills**1. Exercise can have a positive effect on our mood and how we feel.
2. Changes to the body during and after exercise include increased breathing rate, as we breathe faster the harder we exercise.
3. During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles.
 | **Equipment**You will need size 4 or 5 balls, large balls, markers, cones or markers , pre-prepared cards (or different coloured beanbags), pen and paper for teams to keep score, balls, cones (optional – to hide cards under)., quoitsWarm upScramble MadnessSkillsBall ChasingSkill applicationTunnelsReview- Always, Sometimes, Rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting ball
 |
| Lesson 4**Static BalanceFloor Work*** Keep your hands in line with your shoulders.
* Keep your knees in line with your hips.
* Keep your back straight and tummy tight

**Health and Fitness Skills**1. Exercise can have a positive effect on our mood and how we feel.
2. Changes to the body during and after exercise include increased breathing rate, as we breathe faster the harder we work.
3. During exercise our body temperature rises, resulting in sweating, which helps us to keep cool
 | **Equipment**You will need cones, markers, selection of balls, hoops, tennis balls, chalk, beanbags, floor spots, cones or markers Warm UpThe Hairy Scary WoodSkillsFloor WorkSkill applicationFront Curling GameReview- Always, Sometimes, Rarely | **Success =*** Maintaining balance throughout
* Holding correct position
* Control when changing balance/position
 |
| Lesson 5**Static BalanceFloor Work*** Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).
* Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).
* Point your fingers towards your feet in the mini-back support.

**Health and Fitness Skills**1. Research shows that physical activity can boost self-esteem, sleep quality and energy.
2. Developing Fundamental Movement Skills will help support us to move and land safely.
3. Warming up helps prepare our bodies for exercise, by gradually preparing our muscles and joints for the activity to follow
 | **Equipment**You will need cones, markers, selection of balls, hoops, tennis balls, floor spots, wobble cushions, cones or markers Warm upThe Hairy, Scary woodsSkillsFloor workSkill applicationReverse formation in front supportReview- Always, Sometimes, Rarely  | **Success =*** Maintaining balance throughout
* Holding correct position, e.g. back straight
* Control when changing balance/position

  |
| Lesson 6- Assess**Static BalanceFloor Work*** Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).
* Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).
* Point your fingers towards your feet in the mini-back support.

 **Health and Fitness Skills**1. Exercise can help prevent things like stress and depression and lots of common diseases.
2. Developing good technique, posture and using the appropriate equipment safely can help us stay healthy.
3. Cooling down can help prevent our muscles being sore in the first couple of days after exercise.
 | **Equipment**You will need cones, markers, selection of balls, hoops, tennis balls, chalk, beanbags, floor spots, cones or markers Warm upThe hairy, scary woodsSkillFloor workSkill applicationFront curling gameReview- Always, Sometimes, Rarely | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Autumn 1 | Unit of Learning-Personal |
| About the unit-**Level 2*** I try several times if at first I don’t succeed.
* I ask for help when appropriate.

**Level 1*** I can work on simple tasks by myself.
* I can follow instructions and practise safely
* .
 | Where the unit fits in10**Coordination**Footwork1**Static Balance**One Leg |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Coordination**Footwork**Success =*** Balance and control throughout
* Fluent, smooth movements
* Performing movements in

both directions/on both s **Yellow Challenge**With fluency and control:* I can side-step in both directions.
* I can gallop, leading with either foot.
* I can hop on either foot.
* I can skip

**Green Challenge**With fluency and control:* I can combine side-steps with 180° front pivots off either foot.
* I can combine side-steps with 180° reverse pivots off either foot.
* I can skip with knee and opposite elbow both at 90° angle.
* I can hopscotch forwards and backwards, hopping on the same leg (right and left).
* ides

**Static Balance**One Leg**Success =*** Minimum wobble (control)
* Standing foot still
* Non-standing foot off the floor

**Yellow Challenge**Maintaining balance and on both legs:1. I can stand still for 10 seconds

**Green Challenge**Maintaining balance and on both legs:1. I can stand still for 30 seconds.
2. I can complete 5 mini-squats
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationFootwork*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.

**Personal Skills**1. Listen carefully to instructions.
2. Keep your head up and stay within marked areas.
3. Think about who you can ask for help
 | **Equipment**You will need cones or markers , balls or cones, ‘bicycle bling’ e.g. beanbags, quoits hide cards under).Warm upI’m riding on my bike SkillThe birthday bike surpriseSkill applicationOff for a rideReview- Time shares | **Success =*** Good control
* Good balance
* Smooth movements
 |
| Lesson 2**CoordinationFootwork*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.

**Personal Skills*** Listen carefully to instructions.
* Keep your head up and stay within marked areas.
* Think about who you can ask for help.
 | **Equipment**You will need cones or markers , balls or cones, ‘bicycle bling’ e.g. beanbags, quoits.)Warm UpI’m riding on my bikeSkillsThe birthday bike surpriseSkill applicationOff for a rideReview- Time shares | **Success =*** Good control
* Good balance
* Smooth movements
 |
| Lesson 3**CoordinationFootwork*** Keep your head up and back straight.
* Work off the balls of your feet.
* Bend your knees to push off and land.

**Personal Skills**1. Listen carefully to instructions.
2. Keep your head up and stay within marked areas.
3. Think about who you can ask for help.
 | **Equipment**You will need cones or markers , lines, floor spots, benches, low beam, balls or cones, ‘bicycle bling’ e.g. beanbags, quoits.Warm upI’m riding on my bikeSkillsThe birthday bike surpriseSkill applicationFollow the leaderReview- Time shares | **Success =*** Balance and control throughout
* Fluent, smooth movements
* Performing movements in both directions/on both sides
 |
| Lesson 4**Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight

**Personal Skills**1. Find a safe space you can work in.
2. Think about who you can ask for help.
3. Keep going when things are hard
 | **Equipment**You will need cones, markers, selection of balls, balls or cones, ‘pirate booty’ e.g. beanbags quoits.Warm UpPirate AdventureSkillsPirate PranksSkill applicationOh! You’ll never get to seaReview- Time Shares | Success =* Standing foot still
* Non-standing foot off the floor
* Minimum wobble
 |
| Lesson 5**Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight

**Personal Skills**1. Find a safe space you can work in.
2. Think about who you can ask for help.
3. Keep going when things are hard
 | **Equipment**You will need cones, markers, selection of balls, pirate paraphernalia, hoops, beanbags, quoits, balls or cones, ‘pirate booty’ e.g. beanbags quoitsWarm upPirate AdventureSkillsPirate PlanksSkill applicationPopping piratesReview- Time Shares  | **Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble

  |
| Lesson 6- Assess**Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy (core muscles) tight and back straight.
* Use your arms to help you balance.

**Personal Skills**1. Find a safe space you can work in.
2. Think about who you can ask for help.
3. Keep going when things are hard
 | **Equipment**You will need cones, markers, selection of balls, pirate paraphernalia, hoops, beanbags, quoits, balls or cones, ‘pirate booty’ e.g. beanbags quoitsWarm upPiarte adventureSkillPirate planksSkill applicationPopping pirateReview- Time shares | **Success =*** Minimum wobble (control)
* Standing foot still
* Non-standing foot off the floor
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Autumn 2 | Unit of Learning- Social |
| About the unit-**Level 2*** I can help, praise and encourage others in their learning.

**Level 1*** I can work sensibly with others, taking turns and sharing
 | Where the unit fits in6**Dynamic Balance to Agility**Jumping and Landing2**Static Balance**Seated |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**6 Dynamic Balance to Agility**Jumping and Landing**Success =*** Good take off and height
* Balance and control on landing
* Soft landings
* in

**Yellow Challenge**Maintaining balance throughout:* I can jump from 2 feet to 2 feet forwards, backwards and side to side.

**Green Challenge**Maintaining balance throughout:* I can jump from 2 feet to 2 feet with a quarter turn in both directions.
* I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

**Static Balance**Seated**Success =*** Keeping feet and hands off the floor throughout
* Minimum wobble
* Holding balance without strain

**Yellow Challenge**In a seated position for 10 seconds:* I can balance with both hands and feet touching the floor.
* I can balance with 1 hand and 2 feet touching the floor.
* I can balance with 2 hands and 1 foot touching the floor.
* I can balance with 1 hand and 1 foot touching the floor.
* I can balance with 1 hand and 1 foot touching the floor.
* I can balance with no hands or feet touching the floor.

**Green Challenge**In a seated position with no hands or feet touching the floor:* I can pick up a cone from one side, swap hands and place it on the other side.
* I can return the cone to the opposite side.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**Dynamic Balance to AgilityJumping and Landing*** Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Use positive words to praise.
 | **Equipment**You will need soft balls, spots, equipment to build a space ship, e.g. ropes, lines.Warm upMoon Adventure SkillJourney to the blue planetSkill applicationI jumped aboard a rocket shipReview- taps for congrats | **Success =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 2**Dynamic Balance to AgilityJumping and Landing*** Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up

**Social Skills*** Take turns.
* Share space and equipment.
* Use positive words to praise.
 | **Equipment**You will need soft balls, spots, equipment to build a space ship, e.g. ropes, linesWarm UpMoon adventureSkillsJourney to the blue planetSkill applicationI jumped aboard a rocket shipReview- Taps for congrats | **uccess =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 3**Dynamic Balance to AgilityJumping and Landing*** Bend your knees on take-off and on landing.
* Swing your arms to help gain height and use them to help balance on landing.
* Try to land softly so there is no noise.

**Social Skills**1. Take turns, share space and equipment.
2. Use positive words when others do well.
3. Use positive gestures/words to keep others going.
 | **Equipment**You will need soft balls, spots, equipment to build a space ship, e.g. ropes, lines.Warm upMoon adventureSkillsJourney to the blue planetSkill applicationHome planetReview- Taps for congrats | **Success =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 4**Static BalanceSeated*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Use positive words to praise.
 | **Equipment**You will need cones, markers, beanbags,, mats.Warm UpFun in the jungleSkillsMonkey businessSkill applicationFive cheeky monkeysReview- Taps for congrats | **Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain
 |
| Lesson 5**Static BalanceSeated*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Social Skills**1. Take turns.
2. Use positive gestures or words to praise and keep others going.
3. Support others when they need help
 | **Equipment**You will need cones, markers, beanbags, mats, wobble cushions, benches.Warm upFun in the jungleSkillsMoney businessSkill applicationMirror imageReview- Taps for congrats  | **Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain

  |
| Lesson 6- Assess**Static BalanceSeated*** Keep your tummy tight (core muscles) and back straight.
* Keep your weight going through your bottom.
* Keep your head up and breathe throughout.

**Social Skills**1. Take turns.
2. Use positive gestures or words to praise and keep others going.
3. Support others when they need help

hard | **Equipment**You will need cones, markers, beanbags, mats, rackets, balls, benches, wobble cushionsWarm upFun in the jungleSkillMonkey businessSkill applicationExchange onbjects in 3s gameReview- Taps for congrats | **Success =*** Keeping feet and hands off the floor throughout
* Minimum wobble
* Holding balance without strain
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Spring 1 | Unit of Learning- cognitive Dynamic balance – on a lineStatic balance- Stance |
| About the unit-**Level 2*** I can begin to order instructions, movements and skills.
* I can explain why someone is working or performing well.
* With help, I can recognise similarities and differences in performance.

**Level 1*** I can name some things I am good at.
* I can understand and follow simple rules
 | Where the unit fits in |
| Prior Learning | Vocabulary  | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1**Yellow Challenge YEAR 1EXPECTED**Maintaining balance on a line:1. I can walk forwards with fluidity and minimum wobble.
2. I can walk backwards with fluidity and minimum wobble.

GD Children**Green Challenge**Maintaining balance on a line:1. I can walk fluidly, lifting knees up to 90°.
2. I can walk fluidly, lifting heels up to bottom.

STATIC BALANCE **Yellow Challenge YEAR 1 EXPECTED**Maintaining balance throughout:1. I can stand on a line with a good stance for 10 seconds

GD**Green Challenge**Maintaining balance throughout:1. I can stand on a low beam with a good stance for 10 seconds.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Dynamic balance on a lineBaseline Assess | Warm UpPuffing alongSkillTilly the Train’s big daySkill Application5 little puffer trainsReviewQuestion CarouselYou will need cones , markers . | * Keep your head up and still.
* Keep your back straight.
* Swing your arms to help move and balance.

**Success =*** Smooth movements and minimum wobble
* Staying on the line with head up
* Opposite arm and leg moving forwards
 |
| Lesson 2Dynamic Balance on a line | Warm UpPuffing alongSkillTilly the Train’s big daySkill ApplicationPuffing alongReviewQuestion CarouselYou will need cones , markers , cones or markers . | * Keep your head up and still.
* Keep your back straight.
* Swing your arms to help move and balance.

**Success =*** Smooth movements and minimum wobble
* Staying on the line with head up
* Opposite arm and leg moving forwards
 |
| Lesson 3 -ReassesDynamic balance on a line | Warm UpPuffing alongSkillTilly the Train’s big daySkill ApplicationPuffing alongReviewQuestion CarouselYou will need cones , markers , cones or markers . | * Keep your head still and look forward.
* Use your arms to help you move and balance as you walk (opposite arm and leg).
* Work off the balls of your feet.

**Success =*** Smooth movements and minimum wobble
* Staying on a line with head up
* Opposite arm and leg moving forwards
 |
| Lesson 4 (Baseline)Static balance- stance | Warm UpLine outSkillThembi walks the tightrope Skill ApplicationMirror, mirror ReviewQuestion Carouselou will need cones , markers , lines , ropes , balls , throw down lines or ropes  | * Keep your feet a shoulder width apart.
* Bend your knees.
* Keep your back straight and head up.

**Success =*** Both feet facing forwards
* Feet still
* Minimum wobble (control
 |
| Lesson 5Static balance – stance  | Warm upLine outSkillThembi walks the tightrope Skill ApplicationMirror, mirror ReviewQuestion CarouselYou will need cones , markers , lines , ropes , balls , throw down lines or ropes . | * Keep your feet a shoulder width apart.
* Bend your knees.
* Keep your back straight and head up.

**Success =*** Both feet facing forwards
* Feet still
* Minimum wobble (control)
 |
| Lesson 6Static balance Asssess | Warm upLine outSkillThembi walks the tightrope Skill Application1 v 1 balance gameReviewQuestion CarouselYou will need cones , markers , lines , ropes , benches , low beam , large balls , small balls , throw down lines or ropes . | * Keep your feet a shoulder width apart and knees bent.
* Keep your weight on the balls of your feet.
* Keep your back straight and head up.

**Success =**Both feet facing forwardsFeet stillMinimum wobble (control) |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Spring 2 | Unit of Learning- Unit 4 Creative  |
| About the unit-**Level 2*** I can select and link movements together to fit a theme.
* I can begin to compare my movements and skills with those of others.

**Level 1*** I can explore and describe different movements
 | Where the unit fits in9**Coordination**Ball Skills7**Counter Balance**With a Partner |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Coordination**Ball Skills**Success =*** Maintaining control of the ball
* Able to work ball in both directions
* Smooth movements with the ball

**Yellow Challenge**Maintaining control:* I can sit and roll a ball along the floor around my body using 2 hands.
* I can sit and roll a ball along the floor around my body using 1 hand (right and left).
* I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands.
* I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.

**Green Challenge**With both right and left hand, maintaining control:* I can sit and roll a ball up and down my legs and round my upper body using 1 hand.
* I can stand and roll a ball up and down my legs and round my upper body using 1 hand

**Counter Balance**With a Partner**Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner

**Yellow Challenge**With a partner, maintaining balance throughout:* I can sit holding hands with toes touching, lean in together then apart.
* I can sit holding 1 hand with toes touching, lean in together then apart.
* I can sit holding hands with toes touching and rock forwards, backwards and side-to-side

**Green Challenge**With a partner, maintaining balance throughout:* I can hold on and, with a long base, lean back, hold our balance and move back together again.
* I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

**Creative Skills**1. Try different ways to find what feels right.
2. Think about what your body is doing when describing your movements.
3. Observe and think about different parts of the body and how they move when comparing movements and skills.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, large balls, stickers.Warm upClown’s naught ball SkillClowing aroundSkill applicationAdd a moveReview- Badge of honour | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball
 |
| Lesson 2**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed.

**Creative Skills*** Try different ways to find what feels right.
* Think about what your body is doing when describing your movements.
* Observe and think about different parts of the body and how they move when comparing movements and skills.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, large balls, stickers.Warm UpClown’s naughty ballSkillsClowning aroundSkill applicationAdd a moveReview- Badge of Honour | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the bal
 |
| Lesson 3**CoordinationBall Skills*** Focus on maintaining good balance throughout.
* Move the ball with your fingertips.
* Perform the movements smoothly and then gradually increase your speed

**Creative Skills**1. Try different ways to find what feels right.
2. Think about what your body is doing when describing your movements.
3. Observe and think about different parts of the body and how they move when comparing movements and skills
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, large balls, small balls, stickers.Warm upClown’s naughty ballSkillsClowning aroundSkill applicationGrand prix QualifyingReview- Badge of Honour | **Success =*** Maintaining control of the ball
* Able to work ball in both directions
* Smooth movements with the ball
 |
| Lesson 4**Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Try lots of different movements and think about how you are using your body and the equipment.
2. Think about different parts of the body and how they move when comparing movements and skills.
3. Think about movements you can connect smoothly and with control
 | **Equipment**You will need cones, markers, stickers.Warm UpOff to the seasideSkillsWendy’s water ski challengeSkill applicationHold on tightReview- Badge of Honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |
| Lesson 5**Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Try lots of different movements and think about how you are using your body and the equipment.
2. Think about movements you can connect smoothly and with control.
3. Think about shapes and movements that go with the theme
 | **Equipment**You will need cones, markers, stickers.Warm upOff to the seasideSkillsWendy’s water-Ski ChallengeSkill applicationThe never ending relay raceReview- Badge of Honour  | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner

  |
| Lesson 6- Assess**Counter BalanceWith a Partner*** Keep your tummy (core muscles) tight and body straight throughout.
* Hold on to your partner’s forearms.
* Hold with straight arms when leaning back.

**Creative Skills**1. Try lots of different movements and think about how you are using your body and the equipment.
2. Think about movements you can connect smoothly and with control.
3. Think about shapes and movements that go with the theme.
 | **Equipment**You will need cones, markers, benches, low beam, stickers.Warm upOff to the seasideSkillWendy’s water ski challengeSkill applicationLean on MeReview- Badge of Honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Summer 1 | Unit of Learning- Unit 5 Physical  |
| About the unit-**Level 2*** I can perform a sequence of movements with some changes in level, direction or speed.
* I can perform a range of skills with some control and consistency.

**Level 1*** I can perform a small range of skills and link two movements together.
* I can perform a single skill or movement with some control
 | Where the unit fits in98**Coordination**Sending and Receiving12**Agility**Reaction / Response |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Coordination**Sending and Receiving**Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely

**Yellow Challenge**With right and left hand against a wall or with a partner (3 and 5 metre distance):1. I can roll a large ball and collect the rebound.
2. I can roll a small ball and collect the rebound.
3. I can throw a large ball and catch the rebound with 2 hands.

**Green Challenge**With right and left hand, against a wall or with a partner (3 - 5 metre distance):1. I can throw a tennis ball and catch it with the same hand after 1 bounce.
2. I can throw a tennis ball and catch it with the same hand without a bounce.
3. I can throw a tennis ball and catch it with the other hand after 1 bounce.
4. I can throw a tennis ball and catch it with the other hand without a bounce.
5. I can strike a large, soft ball along the ground with my hand 5 times in a rally.

**Agility**Reaction / Response**Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch

**Yellow Challenge**From a distance of 1, 2 and 3 metres:1. I can react and catch a large ball dropped from shoulder height after 2 bounces.
2. I can react and catch a large ball dropped from shoulder height after 1 bounce.

**Green Challenge**From a distance of 1, 2 and 3 metres:1. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base)

**Physical Skills**1. Extend front leg when rolling to help balance and aim.
2. Keep eyes focused on ball.
3. When rolling/receiving, bend knees to get low to the ground
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, pre-prepared cards, equipment to carry , for example balls, beanbags, quoits.Warm upBall tricks SkillJohn and Jasmine learn to juggleSkill applicationBouncing ballsReview- Gift cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 2**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base)

**Physical Skills*** Adopt good ‘ready position’.
* Use footwork to move in line with the ball when receiving.
* Focus on accuracy and weight when sending.
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, scarves, balloons, parachute, pre-prepared cards, equipment to carry , for example balls, beanbags, quoitsWarm UpBall tricksSkillsJohn and Jasmine learn to juggle Skill applicationBig top timeReview- Gift cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 3**Coordination****Sending and Receiving*** Keep your eyes focused on the ball.
* Move your feet to get in line with the ball when receiving.
* Try to have ‘soft hands’ when catching

**Physical Skills**1. Use backswing and follow through.
2. Keep eyes focused on ball.
3. Use ‘soft hands’ when receiving/catching.
 | **Equipment**You will need cones, markers, spots, balls, beanbags, quoits, music, large dice, numbered posters, pre-prepared cards, equipment to carry , for example balls, beanbags, quoits Warm upBall tricksSkillsJohn and Jasmine learn to juggleSkill applicationDice DanceReview- Gift cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 4**AgilityReaction / Response*** Push off hard with your feet.
* Keep your head steady and watch the ball.
* Move your feet to get to the ball (rather than stretching)

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball.
 | **Equipment**You will need cones, markers, large balls, small balls, cones or markers , pre-prepared cards, equipment to represent the magic beanWarm UpMagic beanSkillsRingo to the rescueSkill applicationLink skillsReview- Gift cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |
| Lesson 5**AgilityReaction / Response*** Push off hard with your feet.
* Keep your head steady and watch the ball.
* Move your feet to get to the ball (rather than stretching)

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball
 | **Equipment**You will need cones, markers, large balls, small balls, cones or markers , pre-prepared cards, equipment to represent the magic bean Warm upMagic BeanSkillsRingo to the rescueSkill applicationLink skillsReview- Gift Cards  | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch

  |
| Lesson 6- Assess**AgilityReaction / Response*** Take up a ready position with your knees bent and your feet apart (front to back).
* Start quickly and accelerate by pushing off hard with your feet.
* Bend your knees to help you slow down.

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball.
 | **Equipment**You will need cones, markers, large balls, floor spots, paper and pens, pre-prepared cards, equipment to represent the magic bean Warm upMagic BeanSkillRingo to the rescueSkill applicationMagical shapes and lettersReview- Gift Cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Year 1 | Term- Summer 2 | Unit of Learning- Unit 6 Health and Fitness |
| About the unit-**Level 2*** I use equipment appropriately and move and land safely.
* I can say how my body feels before, during and after exercise.

**Level 1*** I am aware of why exercise is important for good health.
 | Where the unit fits in11**Agility**Ball Chasing3**Static Balance**Floor Work |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Agility**Ball Chasing**Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting ball

**Yellow Challenge**Over a distance of up to 10 metres and turning both ways:1. I can roll a ball, chase and collect it in a balanced position facing the opposite direction.
2. I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction

**Green Challenge**Over a distance of up to 10 metres and turning both ways:1. Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction.
2. Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction.

**Static Balance**Floor Work**Success =*** Maintaining balance throughout
* Holding correct position, e.g. back straight
* Control when changing balance/position

**Yellow Challenge**Maintaining balance throughout:1. I can hold a mini-front support position.
2. I can reach round and point to the ceiling with either hand in a mini-front support

**Green Challenge**Maintaining balance throughout:1. I can place a cone on my back and take it off with the other hand in a mini-front support.
2. I can hold a mini-back support position.
3. I can place a cone on my tummy and take it off with the other hand in a mini-back support.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge

**Health and Fitness Skills**1. Changes to the body during exercise include increased heart rate and increase breathing rate.
2. Exercise strengthens our heart, lungs, bones and muscles.
3. Exercise can have a positive effect on our mood and how we feel
 | **Equipment**You will need cones, markers, selection of balls, hoops, balls, cones or markers ..Warm upThe hairy scary woods SkillSammy squirrel and his rolling nutsSkill applicationCollecting nuts for winterReview- Always, sometimes, rarely  | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 2**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge

**Health and Fitness Skills**1. Changes to the body during exercise include increased heart rate and increase breathing rate.
2. Exercise strengthens our heart, lungs, bones and muscles.
3. Exercise can have a positive effect on our mood and how we feel
 | **Equipment**You will need cones, markers, selection of balls, hoops, balls, cones or markers ..Warm UpThe hair, scary woodsSkillsSammy squirrel and his rolling nutsSkill applicationCollecting nuts for winterReview- Always, sometimes, rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 3**AgilityBall Chasing*** Start quickly and accelerate by pushing off hard with your feet.
* Drive your arms from ‘hips to lips’ to help you accelerate.
* Keep watching the ball and concentrate on your timing so you arrive at the right time

**HeHealth and Fitness Skills**1. Exercise strengthens our heart, lungs, bones and muscles and can also have a positive effect on our mood and how we feel.
2. Changes to the body during and after exercise involve the heart, lungs (breathing), body temperature (sweating), tiredness/fatigue (muscles).
3. Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.
 | **Equipment**You will need cones, markers, selection of balls, hoops, large balls, small balls, cones or markersWarm upThe hairy, scary woodsSkillsSammy Squirrel and his rolling nutsSkill applicationDevelop combinations (ball)Review- Always, sometimes, rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting ball
 |
| Lesson 4**Static BalanceFloor Work*** Keep your hands in line with your shoulders.
* Keep your knees in line with your hips.
* Keep your back straight and tummy tight.

**Health and Fitness Skills**1. Exercise strengthens our heart, lungs, bones and muscles and can also have a positive effect on our mood and how we feel.
2. Changes to the body during and after exercise involve the heart, lungs (breathing), body temperature (sweating), tiredness/fatigue (muscles).
3. Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.
 | **Equipment**You will need mats, beanbags, cones or markers .Warm UpLittle kitties time to playSkillsCasper the very clever catSkill applicationHungry, hungry Caspar catReview- always, sometimes, rarely | **Success =*** Maintaining balance throughout
* Holding correct position
* Control when changing balance/position
 |
| Lesson 5**Static BalanceFloor Work*** Keep your hands in line with your shoulders.
* Keep your knees in line with your hips.
* Keep your back straight and tummy tight

**Health and Fitness Skills**1. A healthy body helps prevent lots of illnesses and problems as we get older.
2. Changes to the body during and after exercise involve the heart, lungs (breathing), body temperature (sweating), tiredness/fatigue (muscles).
3. Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.
 | **Equipment**You will need mats, beanbags, hoops, cones or markers .Warm upLittle kitties time to playSkillsCaspar the very clever catSkill applicationPass the hoopReview- Always sometimes, rarely  | **Success =*** Maintaining balance throughout
* Holding correct position
* Control when changing balance/position

  |
| Lesson 6- Assess**Static BalanceFloor Work*** Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).
* Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).
* Point your fingers towards your feet in the mini-back support.

**Health and Fitness Skills**1. Developing stronger muscles helps us in everyday life, for example, pulling/lifting ourselves up.
2. Changes to the body during and after exercise involve the heart, lungs (breathing), body temperature (sweating), tiredness/fatigue (muscles).
3. Learning how to move and use our body correctly helps prevent us getting injured, for example bending our knees (or elbows in front support) when we land.
 | **Equipment**You will need mats, beanbags, cones, wobble cushions, cones or markers .Warm upLittle kitties time to playSkillCaspar the very clever catSkill applicationDistnace objectsReview- Always, sometimes, rarely | **Success =*** Maintaining balance throughout
* Holding correct position, e.g. back straight
* Control when changing balance/position
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term- Autumn 1 | Unit of Learning- Unit 1 Personal |
| About the unit-**Level 1*** I can work on simple tasks by myself.
* I can follow instructions and practise safely.

**Level Pre-1*** I enjoy working on simple tasks with help
 | Where the unit fits in10**Coordination**Footwork1**Static Balance**One Leg |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Coordination**Footwork**Success =*** Good control
* Good balance
* Smooth movements

**Yellow Challenge**With fluency and control:* I can side-step in both directions.
* I can gallop, leading with either foot.
* I can hop on either foot.
* I can skip.

**Static Balance**One Leg**Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble

**Yellow Challenge**Maintaining balance and on both legs:* I can stand still for 10 seconds
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationFootwork*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.

**Personal Skills**1. Listen carefully to instructions.
2. Stay within marked areas
 | **Equipment**You will need cones or markers , floor spots, balls or cones, ‘bicycle bling’ e.g. beanbags, quoits.Warm upI’m riding on mybike SkillExploring movementsSkill applicationI’m riding on my bikeReview- Time shares  | **Success =*** Good control
* Good balance
* Smooth movements
 |
| Lesson 2**CoordinationFootwork*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.

**Personal Skills**1. Listen carefully to instructions.
2. Keep your head up.
3. Stay within marked areas
 | **Equipment**You will need cones or markers , balls or cones, ‘bicycle bling’ e.g. beanbags, quoits.Warm UpI’m riding on my bikeSkillsThe birthday bike surpriseSkill applicationOff for a rideReview- time shares | **Success =*** Good control
* Good balance
* Smooth movements
 |
| Lesson 3**CoordinationFootwork*** Keep your head up.
* Bend your knees to help balance.
* Work off the balls of your feet.

**Personal Skills**1. Listen carefully to instructions.
2. Keep your head up.
3. Stay within marked areas.
 | **Equipment**You will need cones or markers , balls or cones, ‘bicycle bling’ e.g. beanbags, quoits.Warm upI’m riding on my bikeSkillsThe birthday bike surpriseSkill applicationOff for a rideReview- Time shares | **Success =*** Good control
* Good balance
* Smooth movement
 |
| Lesson 4. **Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Personal Skills**1. Listen carefully to instructions.
2. Keep your head up.
3. Stay on task as long as you can.
 | **Equipment**You will need cones, markers, selection of balls, music, balls or cones, ‘pirate booty’ e.g. beanbags quoitsWarm UpPirate adventureSkillsExploring movementsSkill applicationOh! You’ll never get to seaReview- Time shares | **Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble
 |
| Lesson 5**Static BalanceOne Leg**1. Keep your head up and still.
2. Keep your tummy tight.
3. Keep your back straight.

**Personal Skills**1. Stay on task as long as you can.
2. Concentrate hard on what you are doing.
3. Keep trying when things are hard
4. and strength in our muscles and joints.
 | **Equipment**You will need cones, markers, selection of balls, balls or cones, ‘pirate booty’ e.g. beanbags quoits.Warm upPirate adventureSkillsPirate pranksSkill applicationOh! You’ll never get to seaReview- Time shares  | **Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble

  |
| Lesson 6- Assess**Static BalanceOne Leg*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Personal Skills**1. Stay on task as long as you can.
2. Concentrate hard on what you are doing.
3. Keep trying when things are hard.
 | **Equipment**You will need cones, markers, selection of balls, pirate paraphernalia, hoops, beanbags, quoits, balls or cones, ‘pirate booty’ e.g. beanbags quoits.Warm upPirate adventureSkillPirate pranksSkill applicationPopping piratesReview- time shares | **Success =*** Standing foot still
* Non-standing foot off the floor
* Minimum wobble
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term- Autumn 2 | Unit of Learning- Unit 2 social |
| About the unit-**Level 1*** I can work sensibly with others, taking turns and sharing

**Level Pre-1*** I can play with others and take turns and share with help.
 | Where the unit fits in6**Dynamic Balance to Agility**Jumping and Landing2**Static Balance**Seated |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social**Dynamic Balance to Agility**Jumping and Landing**Success =*** Good take off and height
* Balance and control on landing
* Soft landings

**Yellow Challenge**Maintaining balance throughout:* I can jump from 2 feet to 2 feet forwards, backwards and side to side

**Static Balance**Seated**Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain

**Yellow Challenge**In a seated position for 10 seconds:* I can balance with both hands and feet touching the floor.
* I can balance with 1 hand and 2 feet touching the floor.
* I can balance with 2 hands and 1 foot touching the floor.
* I can balance with 1 hand and 1 foot touching the floor.
* I can balance with 1 hand and 1 foot touching the floor.
* I can balance with no hands or feet touching the floor
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**Dynamic Balance to AgilityJumping and Landing*** Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need soft balls, spots, beanbags, equipment to build a space ship, e.g. ropes, lines.Warm upMoon adventure SkillExploring movementsSkill applicationI jumped aboard a rocket shipReview- taps for congrats  | **Success =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 2**Dynamic Balance to AgilityJumping and Landing*** Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need soft balls, spots, equipment to build a space ship, e.g. ropes, lines.Warm UpMoon adventureSkillsJourney to the blue planet Skill applicationI jumped aboard a rocket shipReview- Taps for congrats | **Success =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 3**Dynamic Balance to AgilityJumping and Landing*** Keep your feet shoulder width apart.
* Bend your knees on take-off and on landing.
* Keep your head up

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need soft balls, spots, equipment to build a space ship, e.g. ropes, linesWarm upMoon adventureSkillsJourney to the blue planetSkill applicationHome planetReview- Taps for congrats  | **Success =*** Good take off and height
* Balance and control on landing
* Soft landings
 |
| Lesson 4. **Static BalanceSeated*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need cones, markers, beanbags, mats.Warm UpFun in the jungleSkillsExploring movementsSkill applicationFive cheeky monkeysReview- Taps for congrats | **Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain
 |
| Lesson 5**Static BalanceSeated**1. Keep your head up and still.
2. Keep your tummy tight.
3. Keep your back straight.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need cones, markers, beanbags, matsWarm upFun in the jungle SkillsMonkey businessSkill applicationFive cheeky monkeysReview- Taps for congrats  | **Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain

  |
| Lesson 6- Assess**Static BalanceSeated*** Keep your head up and still.
* Keep your tummy tight.
* Keep your back straight.

**Social Skills**1. Take turns.
2. Share space and equipment.
3. Play safely.
 | **Equipment**You will need cones, markers, beanbags, matsWarm upFun in the jungleSkillMonkeys businessSkill applicationCheeky monkeys saysReview- taps for congrats | **Success =*** Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term - Spring 1 | Unit of Learning- GymnasticsMovement and balance |
| About the unit-Children continue to learn about ways of moving through travelling.They develop their skills of balancing and jumping. They practise and apply these skills on the floor area and on apparatus (building up from using low level apparatus to large apparatus).Children develop personal skills:Level 1 I can work on simple tasks by myself. I can follow instructions and practise safely.Level Pre-1 I enjoy working on simple tasks with help. Children develop social skills:Level 1 I can work sensibly with others, taking turns and sharingLevel Pre-1 I can play with others and take turns and share with help. Children develop cognitive skills:Level 1 I can name some things I am good at. I can understand and follow simple rules.Level Pre-1 I can follow simple instructions | Where the unit fits inThis terms theme is 'Animals'.Animal movements will be incorporated into Gymnastic lessons to encourage children to think about ways they can move their body. This will also develop their understanding of animals linked to Science and the similarities and differences between animals. |
| Prior LearningChildren have learnt to find and use spaces. They have explored some basic movements.Children learnt some control of their body during the dance unit. | Vocabulary Movement, space, balance, control, landing, opposite, jump, apparatus | ResourcesTape, spots, mats, benches, tables, wall bars, hoops, ropes |
| Assessment (By the end of this unit the children will be able to…) * Have developed basic movement skills
* demonstrate good control of their body when moving
* demonstrate good control of their body when balancing
* demonstrate good control of their body when using small apparatus
* demonstrate good control of their body when using large apparatus
* understand how to move equipment safely
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Develop movement skills | Warm ups:Incorporate animal movements into warm ups. Play a game like the bean game but with animals (rabbit – jumping on spot, dog – roll over, cat - stretch out, hamster - run on the spot like running in a wheel, fish - swim on the spot). Later on incorporate balances and shapes learnt e.g. stand on one leg (flamingo) | Children have an increased understanding of ways they can move their body. |
| Demonstrate good control of your body when moving, jumping and balancing. | Baseline assessment - Balance on one legTeach balancing on one legKeep your head up and stillKeep your tummy tightKeep your back straight Explore movements - Holding on to a wall, try the following:* Stand on both legs and change height, for example bend your knees, balance on your tiptoes.
* On both legs and then on 1 leg, lean forwards and backwards and from side to side to see when you start to lose balance.
* Stand on 1 leg and count to 10, then change to the other leg.
* Stand on 1 leg and change height, maybe in time to a song or beat.
* Stand on 1 leg and change your shape, for example use your body to form different letters.
* Do all of the above with your eyes closed.
* Play a game of musical statues, freezing on 1 leg when the music stops.
* Work with a partner and take turns balancing on 1 leg. When your partner is balancing, try to make them lose balance without touching them, for example wave or clap.
* Work with a partner and take turns balancing on 1 leg. When your partner is balancing, give them instructions on how to move their body.

Teach jumping and landingKeep your feet shoulder width apart.Bend your knees on take-off and on landing.Keep your head upExplore movements:* Swing your arms and bend your knees on the spot.
* Hold onto something and jump.
* Jump up, first bending your knees to take off and then bending your knees to land.
* Jump up and down on the spot in time with a beat.
* Jump forwards and then backwards.
* Jump from side to side.
* Jump up and land first using 1 foot and then 2 feet.
* Jump in time with a partner.
* Jump off a low platform.

Teach a static balance seated Keep your head up and still. Keep your tummy tight. Keep your back straightExplore movements. Sitting on your bottom, try the following:* Shuffle around.
* Squeeze your tummy tight and count to 10.
* Lift your bottom off the floor and count to 10.
* Count how many hands and feet you can lift up at the same time.
* Explore making different shapes, e.g. tucked in, very narrow, spread out, as long as possible.
* Experiment picking up and balancing different coloured cones on different parts of your body.
* Play Follow my Leader with a partner and copy the hand or foot that they pick up, the shape they make or mirror how they move cones to different parts of their body.
* Experiment picking up and passing different equipment to a partner, e.g. using your feet.
* Dynamic balance on a line

Teaching balancing and walking on a line Keep your head up and still. Keep your back straight. Swing your arms to help move and balance.Try the following:* Touch your hand to your opposite knee while sitting down – slowly, quickly, eyes closed.
* Do the same standing up and then on the move.
* Crawl around moving opposite arm and leg.
* Stand on the spot and drive your arms forwards and backwards, keeping your body still and straight.
* March on the spot, lifting your knees high.
* March on the spot and drive your arms at the same time (opposite arm and leg).
* Walk forwards and backwards on a line, staying on the line as long as possible.
* Walk forwards and backwards on a line with eyes closed. Open your eyes to see if you managed to stay on the line.
 | Children show control in their movements.Balance on one legSuccess = * Standing foot still
* Non-standing foot off the floor
* Minimum wobble

JumpingSuccess =* Good take off and height
* Balance and control on landing
* Soft landings

Static seated balanceSuccess =* Hands/feet up for 10 seconds
* Minimum wobble (control)
* Holding balance without strain

Walking on a lineSuccess =* Smooth movements and minimum wobble
* Staying on the line with head up
* Opposite arm and leg moving forwards
 |
| Demonstrate good control of their body when using small and large apparatus. | Explore and develop movements learnt and practised on the apparatus. | Children control their movements on the apparatus. |
| Understand how to move equipment safely | Show children how to do this later on in the unit when they are used to the equipment first.Demonstrate how to carry mats and benches safely. Children follow instructions given. | Children have an understanding of how equipment should be moved safely. |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term- Spring 2 | Unit of Learning- Unit 4 Creative |
| About the unit-**Level 1*** I can explore and describe different movements.

**Level Pre-1*** I can observe and copy others
 | Where the unit fits in9**Coordination**Ball Skills7**Counter Balance**With a Partner |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social5**Coordination**Ball Skills**Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball

**Yellow Challenge**Maintaining control:* I can sit and roll a ball along the floor around my body using 2 hands.
* I can sit and roll a ball along the floor around my body using 1 hand (right and left).
* I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands.
* I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.

**Counter Balance**With a Partner**Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner

**Yellow Challenge**With a partner, maintaining balance throughout:1. I can sit holding hands with toes touching, lean in together then apart.
2. I can sit holding 1 hand with toes touching, lean in together then apart.
3. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

 **Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, large balls, hoops, stickersWarm upClown’s naughty balls SkillExploring movementsSkill applicationShoulder, tummy, knees and toesReview- badge of honour  | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the bal
 |
| Lesson 2**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

**Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, stickersWarm UpClown’s naughty ballSkillsClowning aroundSkill applicationShoulders, tummy, knees and toes Review- badge of honour | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball
 |
| Lesson 3**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

**Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, large balls, stickers.Warm upClown’s naughty ballSkillsClowning aroundSkill applicationAdd a moveReview- badge of honour  | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball
 |
| Lesson 4. **Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about how the movement feels when describing it
 | **Equipment**You will need cones, markers, stickers.Warm UpOff to the seasideSkillsExploring movementsSkill applicationHold on tightReview- badge of honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |
| Lesson 5**Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about how the movement feels when describing it
 | **Equipment**You will need cones, markers, stickers.Warm upOff to the seasideSkillsWendy’s water ski challengeSkill applicationHold on tightReview- badge of honour  | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partne

  |
| Lesson 6- Assess **Counter BalanceWith a Partner**1. Keep your tummy tight.
2. Keep your back straight and head up.
3. Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about what your body is doing when describing your movements.
 | **Equipment**You will need cones, markers, stickersWarm upOff to the seasideSkillWendy’s water ski challengeSkill applicationThe never ending relay raceReview- Badge of honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term- Summer 1 | Unit of Learning- Unit 5 physical |
| About the unit- **Level 1*** I can perform a small range of skills and link two movements together.
* I can perform a single skill or movement with some control.

**Level Pre-1*** I can move confidently in different ways.
 | Where the unit fits in 8**Coordination**Sending and Receiving 12**Agility**Reaction / Response |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social5**Coordination**Sending and Receiving**Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely

**Yellow Challenge**With right and left hand against a wall or with a partner (3 and 5 metre distance):* I can roll a large ball and collect the rebound.
* I can roll a small ball and collect the rebound.
* I can throw a large ball and catch the rebound with 2 hands

**Agility**Reaction / Response**Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch

**Yellow Challenge**From a distance of 1, 2 and 3 metres:* I can react and catch a large ball dropped from shoulder height after 2 bounces.
* I can react and catch a large ball dropped from shoulder height after 1 bounce.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base).

**Physical Skills**1. Use footwork to move in line with the ball when receiving.
2. Focus on accuracy and weight when sending.
3. When rolling/receiving, bend knees to get low to the ground.
 | **Equipment**You will need cones, markers, beanbags, parachute, large soft balls, small balls, balls, cones or markers , scarves, balloons, pre-prepared cards.Warm upBig top time SkillExploring movementsSkill applicationBig top timeReview- gift cards  | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 2**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base).

**Physical Skills**1. Use footwork to move in line with the ball when receiving.
2. Focus on accuracy and weight when sending.
3. When rolling/receiving, bend knees to get low to the ground
 | **Equipment**You will need cones, markers, beanbags, parachute, large soft balls, small balls, scarves, balloons, balls, pre-prepared cards.Warm UpBig top timeSkillsJohn and Jasmine learn to juggleSkill applicationBig top timeReview- gift cards | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 3**CoordinationSending and Receiving*** Use backswing and follow through.
* Keep your eyes focused on the ball.
* Adopt a good 'ready position' (weight on balls of feet, wide base).

**Physical Skills**1. Use footwork to move in line with the ball when receiving.
2. Focus on accuracy and weight when sending.
3. When rolling/receiving, bend knees to get low to the ground
 | **Equipment**You will need cones, markers, beanbags, parachute, large soft balls, small balls, music, large dice, balls, numbered posters, pre-prepared cards.Warm upBig top timeSkillsJohn and Jasmine learn to juggleSkill applicationDice danceReview- gift cards  | **Success =*** Accuracy and weight when sending
* Getting in a good position to receive
* Collecting the ball safely
 |
| Lesson 4**AgilityReaction / Response*** Push off hard with your feet.
* Keep your head steady and watch the ball.
* Move your feet to get to the ball (rather than stretching).

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball.
 | **Equipment**You will need cones, markers, balls, pre-prepared cards, equipment to represent the magic bean. Warm UpMagic beanSkillsExploring movementsSkill applicationRINGOReview- Gift Cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |
| Lesson 5**AgilityReaction / Response*** Push off hard with your feet.
* Keep your head steady and watch the ball.
* Move your feet to get to the ball (rather than stretching)

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball
 | **Equipment**You will need cones, markers, pre-prepared cards, equipment to represent the magic bean.Warm upMagic beanSkillsRingo to the rescueSkill applicationRINGOReview- Gift cards  | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch

  |
| Lesson 6- Assess.**AgilityReaction / Response**1. Push off hard with your feet.
2. Keep your head steady and watch the ball.
3. Move your feet to get to the ball (rather than stretching)

**Physical Skills**1. Maintain a good ‘ready position’.
2. Lean forward to help move quickly.
3. Move feet, rather than stretch, to get to the ball
 | **Equipment**You will need cones, markers, music, large dice, balls, numbered posters, pre-prepared cards, equipment to represent the magic beanWarm upMagic beanSkillRingo to the resue Skill applicationDice danceReview- gift cards | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |

|  |  |  |
| --- | --- | --- |
| Year Group: Reception | Term- Summer 2 | Unit of Learning- Unit 6 Health and fitness |
| About the unit-**Level 1*** I am aware of why exercise is important for good health.

**Level Pre-1*** I am aware of the changes to the way I feel when I exercise.
 | Where the unit fits in11**Agility**Ball Chasing3**Static Balance**Floor Work |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social **Agility**Ball Chasing**Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball

**Yellow Challenge**Over a distance of up to 10 metres and turning both ways:* I can roll a ball, chase and collect it in a balanced position facing the opposite direction.
* I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction

3**Static Balance**Floor Work**Success =*** Maintaining balance throughout
* Holding correct position
* Control when changing balance/position

**Yellow Challenge**Maintaining balance throughout:* I can hold a mini-front support position.
* I can reach round and point to the ceiling with either hand in a mini-front support.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge.

**Health and Fitness Skills**1. Changes to the body after exercise include increased heart rate.
2. Exercise, among other things, strengthens our heart.
3. Exercise can have a positive effect on our mood and how we feel.
 | **Equipment**You will need cones, markers, selection of balls, hoops, balls, beanbags, cones or markers .Warm upThe Hairy, Scary wood SkillExploring movementsSkill applicationTwo cheeky squirrelsReview- always, sometimes, rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 2**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge.

**Health and Fitness Skills**1. Changes to the body after exercise include increased heart rate.
2. Exercise, among other things, strengthens our heart.
3. Exercise can have a positive effect on our mood and how we feel.
 | **Equipment**You will need cones, markers, selection of balls, hoops, balls, beanbags, cones or markers .Warm UpThe hairy, scary woodsSkillsSammy Squirrel and his rolling nutsSkill applicationTwo cheeky squirrelsReview- always, sometimes,rarely | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 3**AgilityBall Chasing*** Take up a good ready position and push off hard.
* Keep your head steady and watch the ball.
* Try rolling the ball at different speeds to get the right challenge

**Health and Fitness Skills**1. Changes to the body after exercise include increased heart rate.
2. Exercise, among other things, strengthens our heart.
3. Exercise can have a positive effect on our mood and how we feel
 | **Equipment**You will need cones, markers, selection of balls, hoops, balls, cones or markers .Warm upThe hairy, scary woodsSkillsSammy Squirrel and his rolling nutsSkill applicationCollecting nuts for winterReview- Always, sometimes, rarely  | **Success =*** Starting and stopping quickly
* Timing to get in the right position
* Balance/control when collecting the ball
 |
| Lesson 4**Static BalanceFloor Work*** Keep your hands in line with your shoulders.
* Keep your knees in line with your hips.
* Keep your back straight and tummy tight.

**Health and Fitness Skills**1. Changes to the body after exercise can include our muscles feeling tired.
2. Developing stronger muscles helps us in everyday life, for example, climbing the stairs or pulling/lifting ourselves up.
3. Developing strong muscles and a healthy body helps prevent lots of illnesses and problems as we get older.
 | **Equipment**You will need mats, beanbags, hoops, cones, cones or markers .Warm UpLittle kitties time to playSkillsExploring movementsSkill applicationHungry, hungry Caspar atReview- Always, sometimes, rarely | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |
| Lesson 5**Static BalanceFloor Work*** Keep your hands in line with your shoulders.
* Keep your knees in line with your hips.
* Keep your back straight and tummy tight.

**Health and Fitness Skills**1. Changes to the body after exercise can include our muscles feeling tired.
2. Developing stronger muscles helps us in everyday life, for example, climbing the stairs or pulling/lifting ourselves up.
3. Developing strong muscles and a healthy body helps prevent lots of illnesses and problems as we get older.
 | **Equipment**You will need mats, beanbags, cones or markers Warm upLittle Kitties time to playSkillsCaspar the very clever catSkill applicationHungry, hungry Caspar catReview- Always, sometimes, rarely  | **Success =**a **Success =*** Maintaining balance throughout
* Holding correct position
* Control when changing balance/position

  |
| Lesson 6- Assess.**Static BalanceFloor Work**1. Keep your hands in line with your shoulders.
2. Keep your knees in line with your hips.
3. Keep your back straight and tummy tight.

] **Health and Fitness Skills**1. Changes to the body after exercise can include our muscles feeling tired.
2. Developing stronger muscles helps us in everyday life, for example, climbing the stairs or pulling/lifting ourselves up.
3. When moving hand/foot, shift weight rather than tilt body
 | **Equipment**You will need mats, beanbags, hoops, cones or markers .Warm upLittle Kitties Time to playSkillCaspar the Very clever catSkill applicationPass the hoopReview- Always, sometimes, rarely | **Success =*** Reacting and moving quickly
* Catching the ball
* Slowing down with control after catch
 |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| About the unit-**Level 1*** I can explore and describe different movements.

**Level Pre-1*** I can observe and copy others
 | Where the unit fits in9**Coordination**Ball Skills7**Counter Balance**With a Partner |
| Prior Learning | Vocabulary forwards | Resources |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1Real PE- Social5**Coordination**Ball Skills**Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball

**Yellow Challenge**Maintaining control:* I can sit and roll a ball along the floor around my body using 2 hands.
* I can sit and roll a ball along the floor around my body using 1 hand (right and left).
* I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands.
* I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.

**Counter Balance**With a Partner**Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner

**Yellow Challenge**With a partner, maintaining balance throughout:1. I can sit holding hands with toes touching, lean in together then apart.
2. I can sit holding 1 hand with toes touching, lean in together then apart.
3. I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.
 |
| Learning Objective | Possible teaching Activities | Learning Outcomes |
| Lesson 1Baseline Assessment**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

 **Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, large balls, hoops, stickersWarm upClown’s naughty balls SkillExploring movementsSkill applicationShoulder, tummy, knees and toesReview- badge of honour  | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the bal
 |
| Lesson 2**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

**Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, stickersWarm UpClown’s naughty ballSkillsClowning aroundSkill applicationShoulders, tummy, knees and toes Review- badge of honour | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball
 |
| Lesson 3**CoordinationBall Skills*** Keep your tummy tight and your weight through your bottom.
* Use your fingers to move the ball.
* Focus on moving the ball smoothly rather than on speed

**Creative Skills**1. Watch carefully when others demonstrate.
2. Try different ways to find what feels right.
 | **Equipment**You will need cones, markers, soft balls, beanbags, quoits, floor spots, selection of balls, large balls, stickers.Warm upClown’s naughty ballSkillsClowning aroundSkill applicationAdd a moveReview- badge of honour  | **Success =*** Maintaining control of the ball
* Able to move the ball in both directions
* Smooth movements with the ball
 |
| Lesson 4. **Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about how the movement feels when describing it
 | **Equipment**You will need cones, markers, stickers.Warm UpOff to the seasideSkillsExploring movementsSkill applicationHold on tightReview- badge of honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |
| Lesson 5**Counter BalanceWith a Partner*** Keep your tummy tight.
* Keep your back straight and head up.
* Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about how the movement feels when describing it
 | **Equipment**You will need cones, markers, stickers.Warm upOff to the seasideSkillsWendy’s water ski challengeSkill applicationHold on tightReview- badge of honour  | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partne

  |
| Lesson 6- Assess **Counter BalanceWith a Partner**1. Keep your tummy tight.
2. Keep your back straight and head up.
3. Hold on to your partner's forearms.

**Creative Skills**1. Watch and listen carefully when others demonstrate.
2. Try different ways to find what feels right.
3. Think about what your body is doing when describing your movements.
 | **Equipment**You will need cones, markers, stickersWarm upOff to the seasideSkillWendy’s water ski challengeSkill applicationThe never ending relay raceReview- Badge of honour | **Success =*** Staying in balance
* Smooth, controlled movements
* Coordinated movements with partner
 |

Real Gym- Spring Term

|  |  |  |
| --- | --- | --- |
| Reception: | Year 1 – Learning Goals | Year 2 |
| Unit 1 ShapeLesson 1Learn star and tuck shapesLesson 2Explore star, tuck and straight shapes using low apparatusLesson 3Explore star, tuck and straight shapes using large apparatus.TRAVELLesson4Learn travelling movements on feetLesson 5Explore travelling movements on feet using low apparatus (avoiding obstacles in spaces)Lesson 6Explore travelling movements on feet using large apparatus (avoiding obstacles in spaces)UNIT 2Skill- FLIGHTLesson 1Learn correct landing technique for jumpsLesson 2Learn correct landing technique using low apparatusLesson 3Explore jumping down from various heights off apparatusSkill- ROTATIONLesson 4Learn different rolls (rotation)Lesson 5Explore rolls and spins using low apparatusLesson 6Explore rolls and spins using different apparatus | Unit 1 ShapeLesson 1Learn tuck, star and straight (dish and arch) shapes.Lesson 2Learn pike and straddle shapes and explore tuck, star and straight shapes using low apparatus.Lesson 3Explore the 5 key gymnastic shapes using large apparatusTravelLesson 4Learn travelling movements using different parts of the bodyLesson 5Explore travelling movements with different parts of the body using low apparatus.Lesson 6Explore travelling movements with different parts of the body using large apparatusUnit 2Skill- FLIGHTLesson 1Learn different types of jumps (flight) and landing.Lesson 2Explore different jumps using low apparatusLesson 3Explore different jumps using large apparatus.Skill- ROTATIONLesson 4Learn different rotations, rolls and spinsLesson5Explore different rotations using low apparatus.Lesson 6Explore different rotations using large apparatus. | Unit 1Skill: Balance Lesson 1Learn points and patches balancesLesson 2Explore point and patch balances using low apparatus.Lesson 3Explore point and patch balances using large apparatus.Skill-TravelLesson 4Learn more complex travelling movements using feet, adding variety by combining with hand apparatusLesson 5Explore more complex travelling movements using low apparatusLesson 6Explore more complex travelling movements using large apparatus UNIT 2Skill- FLIGHT Lesson 1Learn different types of jumps and leapsLesson 2Explore jumps and leaps using a skipping rope and begin to develop a sequence.Lesson 3Explore jumps and leaps using a skipping rope and begin to develop a sequence.Skill- RotationLesson 4Learn different rolls and spinsLesson 5Explore rolls and spins using low apparatus and begin to develop a sequence.Lesson 6Explore rolls and spins using low apparatus and begin to develop a sequence. |
|  |

REAL DANCE- AUTUMN TERM

|  |  |  |
| --- | --- | --- |
| Reception: | Year 1 – Learning Goals | Year 2 |
| **UNIT 1****Skills-Shapes Solo****Lesson 1*** Exploring as many different standing and floor shapes with your body as you can
* Finding interesting and inventive ways of moving between the standing and floor shapes
* Putting shapes into a repeatable sequence

Lesson 2**Partnering Shapes*** Exploring standing and floor shapes with a partner
* Finding interesting and inventive ways of moving between standing and floor shapes with a partner
* Making a repeatable sequence of movement

Lesson 3**Artistry Musicality**1. Using shapes and moving between shapes to explore different music
2. Exploring and creating different ways of responding to music
3. Changing your dance depending on the different music being played

Lesson 4**Circles Solo*** Exploring the concept of circles
* Using arm and leg circles to create different ways of travelling between shapes
* Creating different ways of using circles to make basic turns and jumps

Lesson 5**Partnering Circles*** Consolidating the knowledge of shapes, circles and moving between shapes
* Exploring circle moves, jumps and turns with a partner

Lesson 6**Artistry (Making)*** Consolidating the wide range of skills explored in the previous weeks
* Working with a partner to create a final dance sequence ready for performance
* Exploring different ways of working with a partner to ensure both are evenly responsible for the making process and performance

  | UNIT 1Lesson 1**Shapes Solo*** Exploring as many different standing shapes and floor shapes with your body as you can
* Finding interesting and inventive ways of moving between the standing and floor shapes
* Putting shapes into a repeatable sequence

Lesson 2**Artistry Musicality*** Using shapes and moving between shapes from last week to explore different music
* Exploring and creating different ways of responding to music
* Changing your dance depending on the different music being played

Lesson 3**Partnering Shapes*** Exploring standing and floor shapes with a partner
* Finding interesting and inventive ways of moving between standing and floor shapes with a partner
* Making a repeatable sequence of movement

Lesson 4**Circles Solo*** Exploring the concept of circles
* Using arm and leg circles to create different ways of travelling between shapes
* Creating different ways of using circles to make basic turns and jumps

Lesson 5**Artistry Abstraction*** Exploring silk moves
* Linking silk moves with shapes and circles
* Creating a repeatable sequence including all skills learnt so far.

Lesson 6**Artistry (Making)*** Consolidating the wide range of skills explored in the previous weeks
* Working with a partner to create a final dance sequence ready for performance
* Exploring different ways of working with a partner to ensure both are evenly responsible for the making process and performance
 | Unit 1Lesson 1**Shapes Solo*** Exploring different standing and floor shapes
* Finding interesting and inventive ways of moving between standing and floor shapes
* Putting shapes into a repeatable sequence

Lesson 2**Partnering Shapes*** Exploring standing and floor shapes with a partner
* Finding interesting and inventive ways of moving between the standing and floor shapes with a partner
* Using partner shapes and moving between shapes with a partner to create a sequence of movement that can be remembered and repeated

Lesson 3**Circles Solo*** Exploring circles
* Creating ways of moving between shapes by moving arms and legs in large circles and at a variety of angles
* Creating different ways of using circles to make turns and jumps

Lesson 4**Partnering Circles*** Further consolidation of partner skills, including shapes and circles, to move between shapes
* Developing and defining circle moves – circles to become smaller and more detailed

Lesson 5**Artistry Abstraction*** Exploring silk moves
* Linking silk moves with shapes and circles
* Creating a repeatable sequence including all skills learned so far

Lesson 6**Artistry (Making)*** Consolidating the wide range of skills explored in the previous weeks
* Exploring different ways of working with a partner to ensure both are evenly responsible for the making process and performance
* Working with a partner to create a final dance sequence ready for performance
 |
|  |