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| **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**

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|  | Autumn | | Spring | | | Summer |
| Year R | **Finding Space**  Pencil grip  Handles equipment and tools effectively including pencils for writing  Exploring movements  **Dance**  Developing basic movement skills  Can dress and undress appropriately | | **Gymnastics**  Developing basic movement skills  Shows importance of how to transport equipment safely  Demonstrates good control of body when using small apparatus  **Gymnastics**  Developing basic movement skills  Demonstrate 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 balance  Christmas performance- dance  active brain breaks  **Real Dance**  perform dances using simple movement patterns. | | **Real PE**- Dynamic balance on a line and Static balance-stance  Co-ordination- ball skills and counter balance-partner work  Active 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 static  Balance- Floor work  Yoga/active brain breaks  **Team Games**  ♣ participate in team games, developing simple tactics for attacking and defending  Dodgeball and playground games- hens and chicks etc  Forest School? |
| Year 2 | **Real PE** Personal  Co-ordination and static balance on one leg  **Real PE**- Social  Dynamic balance – Jumping and landing  Static balance- seated  Yoga/active brain breaks    Christmas performance Dance  **Real Dance**  perform dances using simple movement patterns. | | **Real PE** Cognitive  Dynamic balance- on a line  Static balance- stance  **Real PE-** Creative  Co-ordination- ball skills  counter balance-partner work  Yoga/active brain breaks  **Real Gym**  **Unit 1-**  Balance  Travel  **Unit 2-**  Flight  rotation | | | Forest School?  Physical  **Real PE**- Co-ordination sending and receiving  Agility- reaction/response  Health and fitness  Real PE Agility –Ball Chasing  Static Balance- Floor work  Yoga/active brain breaks  End of Year performance-**Dance**  **Team Games-**  ♣ participate in team games, developing simple tactics for attacking and defending  Rounders 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 in  10  **Coordination**  Footwork  1  **Static Balance**  One Leg | | |
| Prior Learning  Children will have practised this skill in year 1 and should be secure at yellow level. | | Vocabulary forwards  Backwards, side to side, direction, turn, quarter, freeze, landing, jump, tucked, raise | | | Resources  Cones,  Bean bags, balls, | |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1  Real PE- Social  Coordination- 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 1  Baseline Assessment  Coordination- 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 up  Rock,paper, scissors  Skill  Footwork  Skill application  Matching pairs  Review- Time Shares | | | **Success =**   * Keep your head up. * Bend your knees to help balance. * Work off the balls of your feet. | |
| Lesson 2  Co-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 Up  Rock, paper, scissors  Skills  Footwork  Skill application  Follow the leader | | | **Success =**   * Balance and control throughout * Fluent, smooth movements * Performing movements in both directions/on both side | |
| Lesson3  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 , small matching equipment, for example beanbags, cards, throw down markers or cones, balls or cones.  Warm up  Rock, Paper, Scissors  Skills  Footwork  Skill application  Matching Pairs  Review- Time Shares | | | **Success =**   * Balance and control throughout * Fluent, smooth movements * Performing movements in both directions/on both sides | |
| Lesson 4  One 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 Up  Stuck in the mud  Skills  One leg  Skill application  Balloon Balance  Review- 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 up  Stuck in the mud  Skills  One Leg  Skill application  Mirror 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 up  Stuck in the mud  Skill  One leg  Skill application  Balloon balance  Review- Time Shares | | | **Success =**   * Minimum wobble (control) * Standing foot still * Non-standing foot off the floor | |

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

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| Year Group: Year 2 | Term- Autumn 2 | | Unit of Learning- Social |
| About the unit-  **SOME**  Level 2  I can praise others.  **MANY**  Level 1  I can work sensibly with others, taking turns and sharing.  **ALL**  Level 1  I can work sensibly with others. | | Where the unit fits in | |
| Prior Learning  Children will have practised this skill in year 1 and should be secure at yellow level. | Vocabulary forwards  Backwards, side to side, direction, turn, quarter, freeze, landing, jump, tucked, raise | | Resources  Spots,  Hoops |
| Assessment (By the end of this unit the children will be able to…) Green expectation for end of KS1  Real 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- seated  Success 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 1  Baseline Assessment  Jumping 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 up  Stepping stones  Skill  Jumping and landing  Skill application  Develop jumping combinations(jumping competitive | | * Good take off and height * Balance and control on landing * Soft landings |
| Lesson 2  Jumping 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 Up  Stepping Stones  Skills  Jumping and Landing  Skill application  Develop jumping combinations (jumping co-operation) | | * Good take off and height * Balance and control on landing * Soft landings |
| Lesson3  Jumping 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 up  Stepping stones  Skills  Jumping and Landing  Skill application  Jumping- competitive | | * Good take off and height * Balance and control on landing * Soft landings |
| Lesson 4  Seated 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 Up  Find and select shapes  Skills  seated  Skill application  Mirror Image | | * Hands/feet up for 10 seconds * Minimum wobble (control) * Holding balance without strain |
| Lesson 5  Seated 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 Up  Find and select shapes  Skills  seated  Skill application  Exchange objects in 4s | |  |
| Lesson 6  Seated 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 up  Find and select shapes  Skill  Seated  Skill application  Exchange objects | |  |

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| Year Group: Year 2 | Term- Spring 1 | | Unit of Learning- cognitive Dynamic balance – on a line  Static 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 Learning  Children 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 1  Baseline Assess  Dynamic balance on a line | Warm up  Race walking  You will need cones , markers , selection of balls , stop watches .  Skill  On a line  Skill application  Balance circuit  Review Method  Question 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 |
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| Lesson 2  Dynamic balance on a line | Warm up  Race walking  Skill  On a line  Skill Application  Rock, paper, scissors adapt  Review  Questions 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 assess  Dynamic balance on a line | Warm up  Race walking  Skill  On a line  Skill Application  Balance circuit  Review  Questions carousel  You 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 skill  Static balance stance | Warm up  Line out  Skill  stance  Skill Application  Balance transfer (competitive)  Review  Question Carousel  You 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 5  Static balance stance | Warm up  Line out  Skill  stance  Skill Application  Develop combinations (beam)  Review  Questions Carousel  You 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 6  Static Balance stance  Revisit Assessment | Warm up  Line out  Skill  Stance  Skill application  Balance Transfer (competitive)  Review  Questions 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) |

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| Year Group: Year 2 | | Term - Spring 2 | | Unit of Learning-  Unit 4 –CREATIVE  Co-ordination-ball skills  Counter-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 Prix  Skill – ball skills  Skill 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 Prix  Skill – Ball skills  Skill application-All routes  Review-, 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 Prix  Skill – ball skills  Skill 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 mat  Skill – with a partner  Skill application-roller ball  Review-, 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 mat  Skill – with a partner  Skill application-lean away  Review-, 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 mat  Skill – with a partner  Skill application-roller ball  Review-, 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 |

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| 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 in  10  8  **Coordination**  Sending and Receiving  12  **Agility**  Reaction / Response | |
| Prior Learning  Children 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  Real 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 1  Baseline 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 up  Ball Tricks  Skill  Sending and Receiving  Skill application  Collect your rebound  Review- 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, quoits  Warm Up  Ball Tricks  Skills  Sending and Receiving  Skill application  Juggle Challenge  Review- 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, quoits  Warm up  Ball Tricks  Skills  Sending and Receiving  Skill application  Beat the Buzzer  Review- 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 cards  Warm Up  Ball Handling  Skills  Reaction/ Response  Skill application  Quick of the mark  Review- 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 | Equipment  You will need cones, markers, large soft balls, tennis balls, large balls, small balls, pre-prepared cards.  Warm up  Ball Handling  Skills  Reaction/ Response  Skill application  Copy your partner  Review- 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 up  Ball Handling  Skill  Reaction/ Response  Skill application  Cooperative Challenges  Review- Gift Cards | | **Success =**   * Reacting and moving quickly * Catching the ball * Slowing down with control after catch |

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| 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 in  11  **Agility**  Ball Chasing  3  **Static Balance**  Floor Work | |
| Prior Learning  Children 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  Real 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 1  Baseline 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 up  Scramble Madness  Skill  Ball Chasing  Skill application  Tunnels  Review- 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 Up  Scramble Madness  Skills  Ball Chasing  Skill application  Develop 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)., quoits  Warm up  Scramble Madness  Skills  Ball Chasing  Skill application  Tunnels  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 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 Up  The Hairy Scary Wood  Skills  Floor Work  Skill application  Front Curling Game  Review- 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 up  The Hairy, Scary woods  Skills  Floor work  Skill application  Reverse formation in front support  Review- 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 up  The hairy, scary woods  Skill  Floor work  Skill application  Front curling game  Review- Always, Sometimes, Rarely | | **Success =**   * Reacting and moving quickly * Catching the ball * Slowing down with control after catch |

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| 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 in  10  **Coordination**  Footwork  1  **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 KS1  Real 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 1  Baseline 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 up  I’m riding on my bike  Skill  The birthday bike surprise  Skill application  Off for a ride  Review- 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 Up  I’m riding on my bike  Skills  The birthday bike surprise  Skill application  Off for a ride  Review- 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 up  I’m riding on my bike  Skills  The birthday bike surprise  Skill application  Follow the leader  Review- 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 Up  Pirate Adventure  Skills  Pirate Pranks  Skill application  Oh! You’ll never get to sea  Review- 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 quoits  Warm up  Pirate Adventure  Skills  Pirate Planks  Skill application  Popping pirates  Review- 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 quoits  Warm up  Piarte adventure  Skill  Pirate planks  Skill application  Popping pirate  Review- Time shares | | **Success =**   * Minimum wobble (control) * Standing foot still * Non-standing foot off the floor |

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| 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 in  6  **Dynamic Balance to Agility**  Jumping and Landing  2  **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 KS1  Real 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 1  Baseline 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 up  Moon Adventure  Skill  Journey to the blue planet  Skill application  I jumped aboard a rocket ship  Review- 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, lines  Warm Up  Moon adventure  Skills  Journey to the blue planet  Skill application  I jumped aboard a rocket ship  Review- 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 up  Moon adventure  Skills  Journey to the blue planet  Skill application  Home planet  Review- 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 Up  Fun in the jungle  Skills  Monkey business  Skill application  Five cheeky monkeys  Review- 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 up  Fun in the jungle  Skills  Money business  Skill application  Mirror image  Review- 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 cushions  Warm up  Fun in the jungle  Skill  Monkey business  Skill application  Exchange onbjects in 3s game  Review- Taps for congrats | | **Success =**   * Keeping feet and hands off the floor throughout * Minimum wobble * Holding balance without strain |

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| Year Group: Year 1 | Term- Spring 1 | | Unit of Learning- cognitive  Dynamic balance – on a line  Static 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 1  Dynamic balance on a line  Baseline Assess | Warm Up  Puffing along  Skill  Tilly the Train’s big day  Skill Application  5 little puffer trains  Review  Question Carousel  You 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 2  Dynamic Balance on a line | Warm Up  Puffing along  Skill  Tilly the Train’s big day  Skill Application  Puffing along  Review  Question Carousel  You 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 -Reasses  Dynamic balance on a line | Warm Up  Puffing along  Skill  Tilly the Train’s big day  Skill Application  Puffing along  Review  Question Carousel  You 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 Up  Line out  Skill  Thembi walks the tightrope  Skill Application  Mirror, mirror  Review  Question Carousel  ou 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 5  Static balance – stance | Warm up  Line out  Skill  Thembi walks the tightrope  Skill Application  Mirror, mirror  Review  Question Carousel  You 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 6  Static balance  Asssess | Warm up  Line out  Skill  Thembi walks the tightrope  Skill Application  1 v 1 balance game  Review  Question Carousel  You 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 forwards  Feet stillMinimum wobble (control) |

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| 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 in  9  **Coordination**  Ball Skills  7  **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 KS1  Real 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 1  Baseline 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 up  Clown’s naught ball  Skill  Clowing around  Skill application  Add a move  Review- 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 Up  Clown’s naughty ball  Skills  Clowning around  Skill application  Add a move  Review- 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 up  Clown’s naughty ball  Skills  Clowning around  Skill application  Grand prix Qualifying  Review- 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 Up  Off to the seaside  Skills  Wendy’s water ski challenge  Skill application  Hold on tight  Review- 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 up  Off to the seaside  Skills  Wendy’s water-Ski Challenge  Skill application  The never ending relay race  Review- 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 up  Off to the seaside  Skill  Wendy’s water ski challenge  Skill application  Lean on Me  Review- Badge of Honour | | **Success =**   * Staying in balance * Smooth, controlled movements * Coordinated movements with partner |

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| 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 in  9  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 KS1  Real 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 1  Baseline 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 up  Ball tricks  Skill  John and Jasmine learn to juggle  Skill application  Bouncing balls  Review- 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, quoits  Warm Up  Ball tricks  Skills  John and Jasmine learn to juggle  Skill application  Big top time  Review- 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 up  Ball tricks  Skills  John and Jasmine learn to juggle  Skill application  Dice Dance  Review- 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 bean  Warm Up  Magic bean  Skills  Ringo to the rescue  Skill application  Link skills  Review- 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 up  Magic Bean  Skills  Ringo to the rescue  Skill application  Link skills  Review- 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 up  Magic Bean  Skill  Ringo to the rescue  Skill application  Magical shapes and letters  Review- Gift Cards | | **Success =**   * Reacting and moving quickly * Catching the ball * Slowing down with control after catch |

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| 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 in  11  **Agility**  Ball Chasing  3  **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 KS1  Real 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 1  Baseline 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 up  The hairy scary woods  Skill  Sammy squirrel and his rolling nuts  Skill application  Collecting nuts for winter  Review- 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 Up  The hair, scary woods  Skills  Sammy squirrel and his rolling nuts  Skill application  Collecting nuts for winter  Review- 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 markers  Warm up  The hairy, scary woods  Skills  Sammy Squirrel and his rolling nuts  Skill application  Develop 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 Up  Little kitties time to play  Skills  Casper the very clever cat  Skill application  Hungry, hungry Caspar cat  Review- 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 up  Little kitties time to play  Skills  Caspar the very clever cat  Skill application  Pass the hoop  Review- 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 up  Little kitties time to play  Skill  Caspar the very clever cat  Skill application  Distnace objects  Review- Always, sometimes, rarely | | **Success =**   * Maintaining balance throughout * Holding correct position, e.g. back straight * Control when changing balance/position |

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| 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 in  10  **Coordination**  Footwork  1  **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 KS1  Real 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 1  Baseline 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 up  I’m riding on mybike  Skill  Exploring movements  Skill application  I’m riding on my bike  Review- 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 Up  I’m riding on my bike  Skills  The birthday bike surprise  Skill application  Off for a ride  Review- 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 up  I’m riding on my bike  Skills  The birthday bike surprise  Skill application  Off for a ride  Review- 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 quoits  Warm Up  Pirate adventure  Skills  Exploring movements  Skill application  Oh! You’ll never get to sea  Review- 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 up  Pirate adventure  Skills  Pirate pranks  Skill application  Oh! You’ll never get to sea  Review- 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 up  Pirate adventure  Skill  Pirate pranks  Skill application  Popping pirates  Review- time shares | | **Success =**   * Standing foot still * Non-standing foot off the floor * Minimum wobble |

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| 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 in  6  **Dynamic Balance to Agility**  Jumping and Landing  2  **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 KS1  Real 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 1  Baseline 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 up  Moon adventure  Skill  Exploring movements  Skill application  I jumped aboard a rocket ship  Review- 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 Up  Moon adventure  Skills  Journey to the blue planet  Skill application  I jumped aboard a rocket ship  Review- 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, lines  Warm up  Moon adventure  Skills  Journey to the blue planet  Skill application  Home planet  Review- 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 Up  Fun in the jungle  Skills  Exploring movements  Skill application  Five cheeky monkeys  Review- 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, mats  Warm up  Fun in the jungle  Skills  Monkey business  Skill application  Five cheeky monkeys  Review- 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, mats  Warm up  Fun in the jungle  Skill  Monkeys business  Skill application  Cheeky monkeys says  Review- taps for congrats | | **Success =**   * Hands/feet up for 10 seconds * Minimum wobble (control) * Holding balance without strain |

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| Year Group: Reception | | Term - Spring 1 | | Unit of Learning- Gymnastics  Movement 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 sharing  Level 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 in  This 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 Learning  Children 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 | | Resources  Tape, 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 leg  Teach balancing on one leg  Keep your head up and still  Keep your tummy tight  Keep 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 landing  Keep your feet shoulder width apart.  Bend your knees on take-off and on landing.  Keep your head up  Explore 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 straight  Explore 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 leg  Success =   * Standing foot still * Non-standing foot off the floor * Minimum wobble   Jumping  Success =   * Good take off and height * Balance and control on landing * Soft landings   Static seated balance  Success =   * Hands/feet up for 10 seconds * Minimum wobble (control) * Holding balance without strain   Walking on a line  Success =   * 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. |

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| 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 in  9  **Coordination**  Ball Skills  7  **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 KS1  Real PE- Social  5  **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 1  Baseline 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, stickers  Warm up  Clown’s naughty balls    Skill  Exploring movements  Skill application  Shoulder, 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 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, stickers  Warm Up  Clown’s naughty ball  Skills  Clowning around  Skill application  Shoulders, 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 up  Clown’s naughty ball  Skills  Clowning around  Skill application  Add a move  Review- 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 Up  Off to the seaside  Skills  Exploring movements  Skill application  Hold on tight  Review- 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 up  Off to the seaside  Skills  Wendy’s water ski challenge  Skill application  Hold on tight  Review- 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, stickers  Warm up  Off to the seaside  Skill  Wendy’s water ski challenge  Skill application  The never ending relay race  Review- Badge of honour | | **Success =**   * Staying in balance * Smooth, controlled movements * Coordinated movements with partner |

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| 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 KS1  Real PE- Social  5  **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 1  Baseline 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 up  Big top time    Skill  Exploring movements  Skill application  Big top time  Review- 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 Up  Big top time  Skills  John and Jasmine learn to juggle  Skill application  Big top time  Review- 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 up  Big top time  Skills  John and Jasmine learn to juggle  Skill application  Dice dance  Review- 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 Up  Magic bean  Skills  Exploring movements  Skill application  RINGO  Review- 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 up  Magic bean  Skills  Ringo to the rescue  Skill application  RINGO  Review- 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 bean  Warm up  Magic bean  Skill  Ringo to the resue  Skill application  Dice dance  Review- gift cards | | **Success =**   * Reacting and moving quickly * Catching the ball * Slowing down with control after catch |

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| 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 in  11  **Agility**  Ball Chasing  3  **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 KS1  Real 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 1  Baseline 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 up  The Hairy, Scary wood    Skill  Exploring movements  Skill application  Two cheeky squirrels  Review- 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 Up  The hairy, scary woods  Skills  Sammy Squirrel and his rolling nuts  Skill application  Two cheeky squirrels  Review- 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 up  The hairy, scary woods  Skills  Sammy Squirrel and his rolling nuts  Skill application  Collecting nuts for winter  Review- 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 Up  Little kitties time to play  Skills  Exploring movements  Skill application  Hungry, hungry Caspar at  Review- 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 up  Little Kitties time to play  Skills  Caspar the very clever cat  Skill application  Hungry, hungry Caspar cat  Review- 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 up  Little Kitties Time to play  Skill  Caspar the Very clever cat  Skill application  Pass the hoop  Review- Always, sometimes, rarely | | **Success =**   * Reacting and moving quickly * Catching the ball * Slowing down with control after catch |

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| 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 in  9  **Coordination**  Ball Skills  7  **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 KS1  Real PE- Social  5  **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 1  Baseline 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, stickers  Warm up  Clown’s naughty balls    Skill  Exploring movements  Skill application  Shoulder, 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 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, stickers  Warm Up  Clown’s naughty ball  Skills  Clowning around  Skill application  Shoulders, 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 up  Clown’s naughty ball  Skills  Clowning around  Skill application  Add a move  Review- 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 Up  Off to the seaside  Skills  Exploring movements  Skill application  Hold on tight  Review- 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 up  Off to the seaside  Skills  Wendy’s water ski challenge  Skill application  Hold on tight  Review- 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, stickers  Warm up  Off to the seaside  Skill  Wendy’s water ski challenge  Skill application  The never ending relay race  Review- Badge of honour | | **Success =**   * Staying in balance * Smooth, controlled movements * Coordinated movements with partner |

Real Gym- Spring Term

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| Reception: | Year 1 – Learning Goals | Year 2 |
| Unit 1 Shape  Lesson 1  Learn star and tuck shapes  Lesson 2  Explore star, tuck and straight shapes using low apparatus  Lesson 3  Explore star, tuck and straight shapes using large apparatus.  TRAVEL  Lesson  4  Learn travelling movements on feet  Lesson 5  Explore travelling movements on feet using low apparatus (avoiding obstacles in spaces)  Lesson 6  Explore travelling movements on feet using large apparatus (avoiding obstacles in spaces)  UNIT 2  Skill- FLIGHT  Lesson 1  Learn correct landing technique for jumps  Lesson 2  Learn correct landing technique using low apparatus  Lesson 3  Explore jumping down from various heights off apparatus  Skill- ROTATION  Lesson 4  Learn different rolls (rotation)  Lesson 5  Explore rolls and spins using low apparatus  Lesson 6  Explore rolls and spins using different apparatus | Unit 1 Shape  Lesson 1  Learn tuck, star and straight (dish and arch) shapes.  Lesson 2  Learn pike and straddle shapes and explore tuck, star and straight shapes using low apparatus.  Lesson 3  Explore the 5 key gymnastic shapes using large apparatus  Travel  Lesson 4  Learn travelling movements using different parts of the body  Lesson 5  Explore travelling movements with different parts of the body using low apparatus.  Lesson 6  Explore travelling movements with different parts of the body using large apparatus  Unit 2  Skill- FLIGHT  Lesson 1  Learn different types of jumps (flight) and landing.  Lesson 2  Explore different jumps using low apparatus  Lesson 3  Explore different jumps using large apparatus.  Skill- ROTATION  Lesson 4  Learn different rotations, rolls and spins  Lesson5  Explore different rotations using low apparatus.  Lesson 6  Explore different rotations using large apparatus. | Unit 1  Skill: Balance  Lesson 1  Learn points and patches balances  Lesson 2  Explore point and patch balances using low apparatus.  Lesson 3  Explore point and patch balances using large apparatus.  Skill-Travel  Lesson 4  Learn more complex travelling movements using feet, adding variety by combining with hand apparatus  Lesson 5  Explore more complex travelling movements using low apparatus  Lesson 6  Explore more complex travelling movements using large apparatus  UNIT 2  Skill- FLIGHT  Lesson 1  Learn different types of jumps and leaps  Lesson 2  Explore jumps and leaps using a skipping rope and begin to develop a sequence.  Lesson 3  Explore jumps and leaps using a skipping rope and begin to develop a sequence.  Skill- Rotation  Lesson 4  Learn different rolls and spins  Lesson 5  Explore rolls and spins using low apparatus and begin to develop a sequence.  Lesson 6  Explore rolls and spins using low apparatus and begin to develop a sequence. |
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REAL DANCE- AUTUMN TERM

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| 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 1  Lesson 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 1  Lesson 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 |
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