

Class teacher

Mr Dunnett

Clifton All Saints Academy							
Curriculum Subject Map							
PE EYFS-Year 6							
	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Rec'	Gymnastics Unit 1	Dance Unit 1	Manipulation and coordination Unit 1	Body Management Unit 2	Speed and Agility Unit 1	Cooperate and Solve Problems Unit 1
KS1	Y1	Hit, catch, run Attack, defend, shoot	Run, jump, throw Dance	Gymnastics Dance	Gymnastics Send and return	Attack, defend, shoot Run, jump, throw	Hit, catch, run Send and return
	Y2	Hit, catch, run Attack, defend, shoot	Run, jump, throw Dance	Gymnastics Dance	Gymnastics Send and return	Attack, defend, shoot Run, jump, throw	Hit, catch, run Send and return
KS2	Y3	Tag rugby Hockey	Handball Dance	Gymnastics Dance	Gymnastics Rounders	Football Athletics	Cricket OAA
	Y4	Tag rugby Netball	Handball Dance	Gymnastics Dance	Gymnastics OAA	Football Athletics	Cricket Swimming
	Y5	Hockey Basketball	Badminton Dance	Gymnastics Dance	Gymnastics OAA	Football Athletics	Rounders Tennis
	Y6	Tag rugby Basketball	Badminton Dance	Gymnastics Dance	Gymnastics OAA	Football Athletics	Rounders Tennis

AUTUMN 1

EYFS	Gymnastics- Unit 1					
	<p>BASELINE ASSESSMENT</p> <p>Can the chn ride a trike or use a scooter?</p> <p>Can they balance?</p> <p>(Stay and play sessions X2 Children only in attendance for 2 hours during both sessions)</p> <p>EYFS Curriculum links</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 3-4</p>	<p>Learning objectives</p> <p>To listen and respond appropriately to instructions</p> <p>To move in a variety of ways, changing speed and direction.</p> <p>To apply simple understanding of shape and space</p> <p>Success criteria</p> <p>I can listen and follow the teacher’s instructions</p> <p>I can walk, run and jump</p> <p>I can change direction and be still</p> <p>EYFS Curriculum links</p> <p>Develop overall body strength, balance and co-ordination. REC</p> <p>Jump, skip, hop, stand on one leg and hold a pose 3-4</p>	<p>Sponsored obstacle event</p> <p>Learning objectives</p> <p>To listen and respond appropriately to instructions</p> <p>To move on, over, under or around obstacles.</p> <p>To throw an object at a target</p> <p>Success criteria</p> <p>I can listen and follow the teacher’s instructions</p> <p>I can climb up and over or crawl under an obstacle</p> <p>EYFS Curriculum links</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking - running - crawling - jumping - hopping – climbing</p> <p>Further develop and refine a range of ball skills including: throwing, catching and aiming.</p>	<p>Learning objectives</p> <p>To jump and rebound on and off low apparatus</p> <p>To work with a partner to jump in unison</p> <p>To create a simple jumping sequence</p> <p>Success criteria</p> <p>I can jump on and off apparatus</p> <p>I can jump at the same time as my partner</p> <p>I can link jumps together to make a sequence</p> <p>EYFS Curriculum links</p> <p>Develop overall body strength, balance and co-ordination. REC</p> <p>To refine the fundamental skills they have already acquired when jumping REC</p>	<p>Learning objectives</p> <p>To balance beanbags in as many different ways on the body as possible.</p> <p>To move and roll a ball around the body with control</p> <p>To work as part of a team to transfer balls, beanbags and hoops</p> <p>Success criteria</p> <p>I balance a beanbag without dropping it</p> <p>I can move and roll a ball in different ways without it rolling away</p> <p>I can work as a part of a team.</p> <p>EYFS Curriculum links</p> <p>Develop overall body strength, balance and co-ordination. REC</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group REC</p>	<p>Learning objectives</p> <p>To develop body awareness moving limbs together and in isolation</p> <p>To show ability to copy and repeat simple patterns</p> <p>To use basis equipment to demonstrate coordinated movement</p> <p>Success criteria</p> <p>I can move my arms and legs in lots of different ways</p> <p>I can copy and repeat what others do</p> <p>I can control beanbags and balls</p> <p>EYFS Curriculum links</p> <p>Develop overall body strength, balance and co-ordination. REC</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group REC</p>
Key vocab	Balance, control, fast, high, jump, link, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel, stretch, weight					
ELG	Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing					

Y1 Autumn 1	Hit, catch, run Attack, defend, shoot					
	<p><u>Learning objectives</u> To use a range of throwing and rolling skills to put the ball in space. To be able to move quickly with agility and score points. To be able to keep count of the score.</p> <p><u>Success criteria</u> I can throw balls and bean bags. I can score points by moving in and out of a hoop.</p> <p><u>National Curriculum links</u> Mastering basic movements and skills.</p> <p><u>Learning objectives</u> To practice throwing at targets accurately. To pass a beanbag between pairs</p>	<p><u>Learning objectives</u> To be able to collect a moving ball from along the ground. To be able to return the ball back to base/zone.</p> <p><u>Success criteria</u> I can track and return a moving ball. I can return a ball back to base using rolls and throws.</p> <p><u>National Curriculum links</u> Mastering basic movements and skills.</p> <p><u>Learning objectives</u> To experiment catching a variety of beanbags and different sized balls. To recognise how to intercept a ball or beanbag. To use a basic defensive technique.</p> <p><u>Success criteria</u> I am able to use basic defending skills to defend a target. I can show a defensive body position.</p>	<p><u>Learning objectives</u> To catch over a short distance to stop players from scoring points. To work with other fielders to stop players from scoring.</p> <p><u>Success criteria</u> I can catch the ball to stop players from scoring points. I can work with other players to make it hard and stop players from scoring points.</p> <p><u>National Curriculum links</u> Mastering catching skills with a variety of balls and beanbags.</p> <p><u>Learning objectives</u> To experiment with different ways you can send a ball or beanbag. Roll/slide a ball or beanbag to a partner or target.</p> <p><u>Success criteria</u> I can roll or slide a beanbag with some accuracy. I can step forward with the correct foot when I roll the ball.</p>	<p><u>Learning objectives</u> To attempt to hit an object with a hand. To self-feed and hit the ball. Describe the movements needed to hit successfully.</p> <p><u>Success criteria</u> I can feed the ball to myself to hit. I can hit a moving ball with my hand. I can send the ball in the direction I want.</p> <p><u>National Curriculum links</u> To begin to explore hitting skills needed in hit, catch and run games.</p> <p><u>Learning objectives</u> To score points by throwing a beanbag or ball into an opponent's hoop. Demonstrate simple defending to stop the beanbag/ball going into hoops. Describe how they threw the beanbag and how they defend their hoop.</p> <p><u>Success criteria</u> I can use basic attacking and defending skills. I can use throwing skills to score goals.</p>	<p><u>Learning objectives</u> To run between bases to score points. To work with others to retrieve balls. To make decisions to make it difficult for hitters to score points.</p> <p><u>Success criteria</u> I can explain why I hit into different areas of the field. I can communicate with my team to field and collect balls. I can hit a ball using a bat or racquet.</p> <p><u>National Curriculum links</u> Mastering agile running movements to run between bases. Using catching skills to field as a team.</p> <p><u>Learning objectives</u> To work with a partner to attack and defend a target against an opposition. Describe simple ways you can work with your partner to score and defend points.</p> <p><u>Success criteria</u> I can use attacking and defending skills to work cooperatively with a partner.</p>	<p><u>Learning objectives</u> To show collaborative work as team to score points. To show awareness of teammates when fielding. To throw and retrieve with increasing accuracy.</p> <p><u>Success criteria</u> I can work with others to score points. I can work with others to stop strikers from scoring points. I can describe what a fielder and striker does.</p> <p><u>National Curriculum links</u> Mastering agile running movements to run between bases. Using catching skills to field as a team.</p> <p><u>Learning objectives</u> To participate in competitive games against others using</p>

	<p>with some control. Explain/show ways you can pass a beanbag/ball to a partner.</p> <p>Success criteria I can throw a beanbag either under arm or over arm at a target. I can step forward in both types of throwing.</p> <p>National Curriculum links Mastering basic movements and skills.</p>	<p>National Curriculum links Mastering basic movement skills and beginning to develop simple tactics for defending.</p>	<p>National Curriculum links Mastering basic movements and skills.</p>	<p>I can use defensive body positions to defend my goal.</p> <p>National Curriculum links Mastering basic attacking and defending movements in a small competitive game.</p>	<p>I can talk to my partner to improve play together.</p> <p>National Curriculum links Working cooperatively with a partner in a competitive game.</p>	<p>attacking and defending skills. To comment on how you used different attacking and defending skills you have already learned to help in your games.</p> <p>Success criteria I can use a range of simple attacking skills to move toward the goal. I can use simple defending to stop the other team from scoring. I can describe how to use different skills to score or defend.</p> <p>National Curriculum links Engaging in competitive and cooperative activities.</p>
Key vocab	Throw, catch, roll, spatial awareness, space, return, base, distance, fielders, score, self-feed, direction, retrieve, accuracy.					
Assess	"End of Year 1, expected:					

Y2

Autumn 1

Hit, catch, run (Premier sport)
Attack, defend, shoot (Teacher)

Learning objectives
To send the ball with feet by kicking. Send the ball varying distances using harder and softer kicks.
Success criteria
To use the foot which is most comfortable. Aim to use the middle of the inside of your foot.
National Curriculum links
Develop eye to foot coordination. Participate in increasingly challenging games situations.
Learning objectives
To work as part of a team to field a ball back to a base. To run and touch cones to score points.
To make choices about where to hit the ball.
Success criteria

Learning objectives
To receive and stop the ball with feet. To pass the ball to another player.
Success criteria
I can stop the ball using the inside of my foot.
I can track a ball to be in line with it to stop.
I can stop a ball in a designated area.
National Curriculum links
Receiving the ball with feet.
Learning objectives
To sprint to correct areas to score points.
To work to better run scores.
To use kicking to send a ball to score points.
Success criteria
I can kick a bowled ball away from stumps.
I can make a choice about which cones to run to, and

Learning objectives
Working as a team to keep possession in a defined area.
To pass the ball for accuracy.
Demonstrate receiving and passing.
Success criteria
To pass using the correct technique.
To receive using the correct technique.
National Curriculum links
To begin controlling the ball to apply to games.
Learning objectives
To use underarm throwing skills to feed/bowl a ball to a player.
Position and body to perform stepping action for bowling.
Use bowling/feeding skills in game situation.
Success criteria
I can step into underarm bowling with the correct foot.
I can bowl to different positions accurately.
I can describe key points for underarm bowling.

Learning objectives
To play in a game with defined areas.
To play as part of a team to attack and defend.
To move the ball independently by bouncing.
Success criteria
I can bounce the ball to a player for them to catch.
I can bounce the ball to players using one hand and two hands.
I can play in game implementing throwing and catching skills.
National Curriculum links
Introduce bouncing the balls to players in isolation and in-game scenarios.
Learning objectives
To experiment with different bats to see which are easier or harder to hit with.
To make choices about where you are going to hit the ball.
To work cooperatively to practice hitting skills.
Success criteria

Learning objectives
To move the ball using basketball style dribbling.
Link bouncing and passing.
Play collaboratively to attack a goal.
Success criteria
I can dribble to move in different directions.
I can dribble and pass to another player.
I can play in a game using dribbling skills.
National Curriculum links
To apply simple basketball skills (bouncing the ball) to a game.
Learning objectives
To stand in positions ready to catch a ball.
To throw quickly and accurately under pressure.
To field to catch and throw to teammates to stop opponents from scoring runs.
Success criteria
I can throw accurately to a base.

Learning objectives
To play with and against others.
To make some attempt at attacking collaboratively.
To make choices on where to stand when defending as part of a team.
Success criteria
I can play as a part of a team.
I can use passing and receiving skills to move forward to attempt to score.
I can make choices on where to stand in a game when defending.
National Curriculum links
To be physically active for a sustained period in a competitive situation.
Learning objectives
To play as part of a team to field and hit to score.
To apply simple tactics to gameplay.
To play in different roles and positions.
Success criteria
I can work in a team to score runs.
I can make decisions about where to hit the

	<p>I can hit a ball and run to cones to score points. I can make choices about where I hit the ball to score maximum points. I can work as a team to return a ball. National Curriculum links To develop coordination skills for hitting.</p>	<p>sprint to them to score points. I can recognise where to kick to score the most runs. National Curriculum links To use running skills to score points.</p>	<p>National Curriculum links To practice bowling for striking and fielding games.</p>	<p>I can hit the ball using different bats. I can hit a ball towards targets using different techniques. I can hit a ball using different body parts. National Curriculum links Increasing accuracy in hitting.</p>	<p>I can receive a ball to quickly turn to throw at a wicket or a stump. I can watch the ball and stand ready to receive it with my hands together. National Curriculum links Mastering basic throwing skills in game situations.</p>	<p>ball based on fielder's positions. I can play as a batter, bowler and fielder. National Curriculum links Participate in simple team games in a variety of positions.</p>
Key vocab:	Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.					
Assessment	End of year 2 expected.					

Y3

Autumn 1

Tag Rugby (Premier sport)
Hockey (Teacher)

Learning objectives

Recognising key features of a hockey stick.

Play and control the ball using the flat part of the stick. Attempt to dribble and score.

Success criteria

I can show how to hold the hockey stick.

I can control the ball with the flat part of the hockey stick.

I can dribble and try to score.

National Curriculum links

Using a developing hockey skills.

Learning objectives

To grasp the principle of moving forward to score over a line.

Judge when to move to invade taggers.

To select when to use speed to score points.

Success criteria

I can score points over a line.

Learning objectives

To control the ball and pass into a space.

To work collaboratively to move the ball.

To play in a 2v3 game.

Success criteria

I can control the hockey ball and send it into space.

I can work with my teammates to move the ball around.

I can play in a game.

National Curriculum links

Working collaboratively to exploit space in a game.

Learning objectives
To perform a range of ball handling skills.

To find ways of managing sending and receiving (experiment).

Practice techniques for retrieving,

Learning objectives

Use defensive body position in preparation for tackling.

Use defensive position to force a mistake and knock balls away from ball carrier.

Attempt defensive body positioning in a game to force mistake.

Success criteria

I can get into a defensive position.

I can put pressure on the ball carrier and hope they make a mistake.

I can put these skills into a game.

National Curriculum links

Using and developing basic defensive skills.

Learning objectives

To explore a range of techniques to avoid being tagged.

To evade and communicate with players to score points.

Learning objectives

To control the ball and pass unchallenged.

To move into a space and receive the ball.

To use control to work together as a team to score points.

Success criteria

I can stop and control the ball.

I can move into a space and receive a ball.

I can use my control skills in a game to score points.

National Curriculum links

To develop and use sending and receiving skills as part of a team.

Learning objectives

To improve my passing skills on cue.

To accept when you've been tagged.

To play in a sportsmanlike way in both defence and attack.

Learning objectives

To practice agility skills.

Identify when you would need to use agility in hockey.

Use agility in a small sided game.

Success criteria

I can take part in agility skills.

I can say when I would use agility in a hockey game.

I can use agility in the game.

National Curriculum links

To use agile running in isolation and combination.

Learning objectives

When defending get close to the ball carrier.

To work together as defenders.

To explain what is meant by closing down space.

Learning objectives

To grasp and use some of the basics rules of the game.

To play avoiding control with ball and feet.

Implement some skills learned throughout unit in the game.

Success criteria

I can use some of the basic rules in a game.

I can avoid kicking the ball with my feet.

To use some of my new skills during the game.

National Curriculum links

To be physically active for a sustained period of time in competitive competition.

Learning objectives

To implement new skills in AFL game.

To experience passing back in an unopposed situation.

To listen to others and work as a team.

	<p>I can avoid someone trying to tag me. I can decide when I need to run quickly forward to score. <u>National Curriculum links</u> Working towards mastering skills such as changing speed.</p>	<p>sending and receiving. <u>Success criteria</u> I can handle a rugby ball in different ways. I tried out different ways to throw and catch the ball. I practised some of the skills in a small game. <u>National Curriculum links</u> Apply throwing and catching in a new game.</p>				
Key vocab:						
Assessment	End of year 3 expected.					
Y4 Autumn 1	<p>Tag Rugby (Premier sport) Netball (Teacher)</p>					
	<p><u>Learning objective</u> To protect the ball and bring to the chest. To play competitively in a game.</p> <p><u>Learning objective</u></p>	<p><u>Learning objective</u> Attempt to shoot using correct technique. Shoot within the area. Work as part of a team to get the ball within the area.</p> <p><u>Learning objective</u></p>	<p><u>Learning objective</u> Role of Goal Attack and centre. To play set piece with goal attack and centre.</p> <p><u>Learning objective</u></p>	<p><u>Learning objective</u> To play in a game with 1:1 marking. To play a full game.</p> <p><u>Learning objective</u> To increase distances on passes.</p>	<p><u>Learning objective</u> To play on a full size court following correct rules when ball goes out of court.</p> <p><u>Learning objective</u> To receive a ball and run into a space.</p>	<p><u>Learning objective</u> To play on full court using high 5 positions.</p> <p><u>Learning objective</u></p>

	To pass and receive the ball with accuracy. To work as a team to attack.	To run with the ball using the correct technique. To receive the ball in a game and use change of speed to create space. To successfully pick up a ball when running.	To keep possession of the ball in small groups unchallenged. To keep possession of the ball and progress up the pitch consistently.	To identify when to run or pass. To catch a ball, run straight and then pass once tagged.	To receive a ball in a game and use change of speed to create space.	To use different lengths passes to attack. To use tactics and teamwork to score ties. To suggest ways to improve own and others game.
Key vocab:						
Assessment	End of year 4 expected.					
Y5 Autumn 1	Hockey (Premier sport) Basketball (Teacher)					
	<u>Learning objective</u> To introduce the principle of blocking shots. To block attackers successfully in an isolated activity. <u>Learning objective</u> To explain the role of a defender in a competitive game. To use the block tackle in isolation.	<u>Learning objective</u> To use the correct foot placement to forward pivot. To apply understanding of jump stop pivoting. To use pivot rules successfully in a game. <u>Learning objective</u> To dribble and shoot with accuracy. To pass into the D to shoot.	<u>Learning objective</u> To build offense as a team. To use forward pass to winger create and exploit space to shoot. To choose when to shoot or pass. <u>Learning objective</u> To identify how to mark an opponent. To mark and intercept the ball.	<u>Learning objective</u> To practise one handed push pass and push bounce pass. To cope under pressure to perform a push pass. To identify the correct footwork to perform a push pass. <u>Learning objective</u> To clear the ball from danger in defence. To move the ball over longer distances.	<u>Learning objective</u> To develop awareness of the rebounding ball. To use the box out technique to create space to win the rebound. To attempt defensive rebound recovering in a game. <u>Learning objective</u> To keep possession as a team with pressure from defenders.	<u>Learning objective</u> To use W shape hand position to catch consistently under pressure. Replicate the triple threat position to be ready to pass, shoot or dribble. To apply knowledge of personal fouls to a competition setting. <u>Learning objective</u> To work collaboratively as a team to defend and attack.

	To apply basic defensive positions in a game.	To work as a team to score within the D.	To apply basic marking to a game situation.	To receive the ball from longer distances.	To use a range of simple skills to stop, control and send. To drag the ball and move away from the defender.	To use simple skills to keep possession. To explain how a passage of play was effective.
Key vocab:						
Assessment	End of year 5 expected.					
Y6 Autumn 1	Hockey (Premier sport) Basketball (Teacher)					
	<u>Learning objective</u> To counter attack using the fast-break technique. To communicate as a team to effectively perform a fast break. To attempt to score from a fast break in a team. <u>Learning objective</u> To play the role of both the defender and the attacker. To shoot from a close range. To score points against my opposition.	<u>Learning objective</u> To apply agility to the retreat dribble. To practise the retreat dribble under pressure from a defender. To use retreat dribble in a game to maintain possession. <u>Learning objective</u> To devise a warm-up for sending the ball over short distances. To perform a long corner routine as part of a team. To suggest ways to improve the success	<u>Learning objective</u> To practise agility skills and utilise in the game. To recall the most common reasons a free throw is awarded. To show power and accuracy in free throw shots. <u>Learning objective</u> To identify players that need to be marked. To use speed and agility to stay with an opponent. To consistently mark an inappropriate position.	<u>Learning objective</u> To use the V-cut technique to get free. To combine agility and speed to perform V-cut effectively. To demonstrate V-cut in a game. <u>Learning objective</u> To channel opposition players away from the middle of the pitch. To use a banana run to channel players to your strong side. To apply channelling skills into a game.	<u>Learning objective</u> To develop confidence to drive to the basket. To use strength and coordination to drive and shoot. To use crossover dribble to drive to the basket. <u>Learning objective</u> To recognise when and where a hit out should be taken. To play the hit out as a defender and position themselves to support the hit out.	<u>Learning objective</u> To recognise the difference between a 2 and 3 point shot. To challenge myself to shoot a 3 point shot in isolation. To use skills and concepts developed over the unit of work to contribute to the team effort. <u>Learning objective</u> To work cooperatively to implement attacking defending strategies. To use simple set plays. To demonstrate previous skills learnt in games.

		of long corners routines.			To move to create opportunities for a successful hit out.	
Key vocab:						
Assessment	End of year 6 expected.					
EYFS Autumn 2	Dance Unit 1					
	<p>An Indian dance lesson to compliment the teaching of Diwali</p> <p>Learning objectives To learn simple Indian dance moves To move with control and grace when practising the moves to perform a simple dance routine To choreograph a short sequence combining a range of actions</p> <p>Success criteria I can copy a simple dance movement</p>	<p>Learning objectives To explore colour stimulus using a range of actions To choreograph a short sequence combining a range of actions To describe how the actions, relate to the stimulus.</p> <p>Success criteria I can explore my colour using actions I can choose two actions which relate to my colour</p>	<p>Learning objectives To explore animal stimulus using a range of levels and direction To choreograph a short sequence combining a range levels and directions To demonstrate ability to work with others to develop a sequence</p> <p>Success criteria I can perform using different levels and directions</p>	<p>Learning objectives To explore the 'theme park' stimulus using unison and canon To choreograph a short sequence combining unison and canon To demonstrate ability to perform a sequence in a group or with a partner using unison and canon</p> <p>Success criteria I can a sequence using unison and canon I can work with a partner or group to</p>	<p>Learning objectives To explore the season theme using expression and creativity To choreograph a short sequence with an awareness of expression To demonstrate understanding and knowledge of how to compose a sequence.</p> <p>Success criteria I can use expression to improve my performance</p>	<p>Learning objectives To explore the transport theme using dynamics To choreograph a short sequence combining a range of dynamics To demonstrate some knowledge of dance and composition</p> <p>Success criteria I can show changing movements in my actions. I can give an example of a transport action</p>

	<p>I can move with control and grace I can choose 3 moves and put them together in a sequence https://www.youtube.com/watch?v=1a3SBLJP MWQ EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I can link my actions to make a short sequence. EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I can create a short sequence using an animal theme EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>perform unison and canon EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I can express a season of the year through dance EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I can create a sequence with transport actions EYFS Curriculum links Progress towards a more fluent style of moving, with developing control and grace.</p>
Key vocab:	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.					
Assessment	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing					
Y1 Autumn 2	Run, Jump, Throw Dance					
	<p><u>Learning objective</u> Discover ways to move objects quickly. To identify which ways to move objects is the quickest. To experience competition against myself.</p> <p><u>Learning objective</u> Compose a travelling sequence using body parts.</p>	<p><u>Learning objective</u> Run in straight lines at different speeds. To show power at the start of a run. To perform runs as part of a team.</p> <p><u>Learning objective</u> Perform with an awareness of body shape with a partner. To show control, coordination and spatial awareness.</p>	<p><u>Learning objective</u> Experience a variety of jumps. To perform a standing long jump. To work in partnership, supporting each other to do well.</p> <p><u>Learning objective</u> Compose a movement pattern to demonstrate unison.</p>	<p><u>Learning objective</u> Throw a range of objects over distance. To adapt throwing styles to different objects. To use a lead arm to direct a throw over a long distance.</p> <p><u>Learning objective</u> Compose a sequence demonstrating mirroring and following.</p>	<p><u>Learning objective</u> To explore and refine basic agility, coordination and balance. To perform and show improvement.</p> <p><u>Learning objective</u> Compose a short dance sequence that shows sensitivity to the theme. To show greater control, coordination</p>	<p><u>Learning objective</u> To use running, jumping and throwing skills. To compete with each other. To say how I could have improved.</p> <p><u>Learning objective</u> To choose and link actions to make short dance phrases that reflect rhythmic qualities.</p>

	To explore ideas, moods and feelings. To show control, coordination and spatial awareness.	To demonstrate some musicality throughout the performance.	To develop partner work. To explore ideas and movements showing a friendship theme.	To watch what others do and suggest improvement to their own work.	and spatial awareness in their movement patterns. To demonstrate an ability to create a dance with a clear start, middle and end.	To explore repetition through a dance sequence. To perform dance phrases and short dances that express ideas and feelings.
Key vocab:						
Assessment						
Y2 Autumn 2	Run, Jump, Throw (Premier sport) Dance (1) (Teacher)					
	<p><u>Learning objective</u> To play with a partner and gather objects from around the room. To count objects gathered to record a score. Be aware of others around when running.</p> <p><u>Learning objective</u> To explore whole body actions to create movements as a group or pair. To apply the idea of a theme to a dance. To compose a dance phrase which</p>	<p><u>Learning objective</u> To recognise powerful actions. To explore different ways to generate power to start different actions such as running, jumping, hopping and striding.</p> <p><u>Learning objective</u> To create a sequence of movements for performance with starting and finishing positions. To demonstrate comprehension of the story through dance. To work cooperatively to</p>	<p><u>Learning objective</u> To participate in obstacle relay. To modify movements to adapt to the task.</p> <p><u>Learning objective</u> To create a duet based on the relationship between penguin and the snowman. To explore unison, levels and cannon within the choreography. To discuss how others could develop their performances.</p>	<p><u>Learning objective</u> To participate in three different throwing games. To use a variety of different throws according to the game. To explore which throws are better for accuracy, which are better for distance and which are better for height.</p> <p><u>Learning objective</u> To explore the theme of Penguin Small's adventure. To create a short dance solo which demonstrates</p>	<p><u>Learning objective</u> To copy and repeat actions with accuracy. To analyse performance to judge differences in the game at the beginning and end.</p> <p><u>Learning objective</u> To explore footwork creatively, based on a visual stimulus. To use movement imaginatively, responding to the music with some attempt at musicality. To change the speed, level and direction of movements.</p>	<p><u>Learning objective</u> To perform a variety of static and dynamic balances. To identify the difference between static and dynamic balance. To devise own static and dynamic balance sequence.</p> <p><u>Learning objective</u> To select actions as a group to create a short dance phrase which reflects rhythmic qualities. To explore formations through the dance sequence.</p>

	responds to the visual stimulus.	improve and adapt sequence.		changes in directions and speed.		To perform dance phrases that express ideas and feelings.
Key vocab:						
Assessment						
Y3 Autumn 2	Handball (Premier sport) Dance (1) (Teacher)					
	<p><u>Learning objective</u> To attempt to catch efficiently using the correct catching position. To perform underarm throws efficiently and accurately.</p> <p><u>Learning objective</u> To explore creating characters and narratives. To select and apply actions to a dance phrase. To discuss your own and others work with some awareness of dance choreography.</p>	<p><u>Learning objective</u> To continue to develop catching securely and safely. To perform two new passes which could include overarm and two handed bounce pass. To decide which pass will be more effective in different situations.</p> <p><u>Learning objective</u> To explore characters using keywords. To use performance skills to communicate.</p>	<p><u>Learning objective</u> To move with the ball successfully to create a chance to pass/shoot. To move quickly with the ball to get closer to the opponent's goal area. To attempt the 3 step rule with confidence.</p> <p><u>Learning objective</u> To perform and communicate ideas as a part of a group. To develop movements using improvisation. To demonstrate awareness of cannon and accumulation.</p>	<p><u>Learning objective</u> To use defending positions to attempt to block the ball. To force and error from your opponent.</p> <p><u>Learning objective</u> To introduce the use of a prop. To work with others to improve a 4 action routine.</p>	<p><u>Learning objective</u> To use attacking positions to exploit gaps in the defence. To use effective passing and movement as a team to create chances to score. To move quickly as a team up the pitch to counterattack opponents.</p> <p><u>Learning objective</u> To incorporate facial expression into a dance phrase. To describe ways to improve self and others performance.</p>	<p><u>Learning objective</u> To use a range of accurate passes to build an attack. To use tactics and work together to score goals. To suggest ways to improve my own and others game.</p> <p><u>Learning objective</u> To perform to an audience. To describe and evaluate features in a dance. To watch and make decisions on how to improve own performance.</p>
Key vocab:						
Assessment						

Y4 Autumn 2	Handball (Premier sport) Dance (1) (Teacher)					
	<u>Learning objective</u> To catch the ball and protect. To play in competitive games, scoring goals in a scoring area. <u>Learning objective</u> To develop dance freeze frames based on visual stimulus. To work in small groups to create freeze-frame positions.	<u>Learning objective</u> To attempt to shoot using an overarm technique. To shoot outside a defined area. To work as part of a team to get into positions to shoot. <u>Learning objective</u> To develop freeze frame positions to include transitions. To demonstrate how to link positions in a variety of ways. To practice and perform a slide and roll.	<u>Learning objective</u> To define the role of a circle runner. For the circle runner and centre to work together to build an attack. To build attacking play in games. <u>Learning objective</u> To learn and replicate a set phrase. To develop a short dance using unison and formations. To describe different formations.	<u>Learning objective</u> To turn to space to get into defensive positions. To successfully perform first wave defence. To describe the defensive positions you need to be in. <u>Learning objective</u> To perform in cannon routines and cannon lines. To improve and extend mission set phrase.	<u>Learning objective</u> To introduce the 7-metre throw and when it is used. To learn the technique for the 7-metre throw. To play in games implementing rules for the 7-metre throw. <u>Learning objective</u> To sequence movements in logical order. To work collaboratively in small groups to refine movements. To evaluate my own work.	<u>Learning objective</u> To use the correct rules to start and restart a game. To rotate to play in a variety of positions. To keep 3-metre distance rule. <u>Learning objective</u> To create a 5 action routine following the theme. To practice and perform a routine which includes an 'entering' start position.
Key vocab:						
Assessment						
Y5 Autumn 2	Badminton (Premier sport) Dance (1) (Teacher)					
	<u>Learning objective</u>	<u>Learning objective</u>	<u>Learning objective</u>	<u>Learning objective</u>	<u>Learning objective</u>	<u>Learning objective</u>

	<p>To play against an opponent to score points. To hit different areas of a court. To make it difficult for an opponent to score points. <u>Learning objective</u> To be able to perform a non-locomotor movement. To apply some basic Bollywood actions to a dance phrase. To perform solo.</p>	<p>To play in singles games recapping rules from previous units. To recall some badminton rules. To begin to apply court position techniques to singles play. <u>Learning objective</u> To be able to perform non-locomotor and locomotor movement together. To link movements into a short dance phrase. To work with a partner to develop and remember dance phrase.</p>	<p>To copy and replicate ways to serve. To perform service shorts including forehand long and short. To perform service shorts including backhand long and short. <u>Learning objective</u> To work as part of a group to move collaboratively. To create pathways and patterns as a group. To use performance skills in their dance.</p>	<p>To develop reaction time by controlling shuttle over shorter distance. To play in modified doubles games. To communicate effectively with partner/team during games. <u>Learning objective</u> To describe what line dancing is and some of the key features. To perform in isolation some line dancing steps. To perform a basic 1,2 and 4 wall line dance as a class.</p>	<p>To experience short, intense periods of exercise during warm-up. To attempt a variety of movement around the court. To select court movement techniques in a game situation. <u>Learning objective</u> To perform 3 line dance steps in isolation. With a partner, combine 3 steps to make a short movement phrase. To use knowledge of basic line dance steps to create their own.</p>	<p>To play in games against others using a variety of badminton shots. To use experience of court movement techniques in a game. To evaluate ways to improve points scored in games. <u>Learning objective</u> To combine 3 new dance steps with previously learnt steps. To work collaboratively with a group of 4. To practise and improve dance to perform for others.</p>
Key vocab:						
Assessment						
Y6 Autumn 2	<p>Badminton (Premier sport) Dance (1) (Teacher)</p>					
	<u>Learning objective</u>	<u>Learning objective</u>	<u>Learning objective</u> To introduce the drop shot.	<u>Learning objective</u> To react quickly to play shots at the net.	<u>Learning objective</u>	<u>Learning objective</u> To umpire a game of badminton.

	<p>To play in a doubles game to score points against opposition.</p> <p>To demonstrate a range of shorts in doubles scenario.</p> <p>To defend points against opposition using teamwork skills.</p> <p><u>Learning objective</u></p> <p>To use tensions and extension to control the body.</p> <p>To develop a simple sequence using actions and dynamics.</p> <p>To recognise the different between actions and dynamics.</p>	<p>To serve using doubles boundaries and service line.</p> <p>To get into position to perform the smash.</p> <p>To attempt a smash shot in a doubles game situation.</p> <p><u>Learning objective</u></p> <p>To explore space and relationships in dance.</p> <p>To develop a movement phrase that incorporates at least two relationships and a spatial element.</p>	<p>To demonstrate a drop shot in isolated situations.</p> <p>To deceive your opponent to win a point using a drop shot.</p> <p><u>Learning objective</u></p> <p>To remember and perform a simple phrase incorporating at least 3 actions.</p> <p>To use expression in a dance phrase.</p> <p>To develop movement action phrase in a group of 4.</p>	<p>To play in a game using new play when appropriate.</p> <p>To score doubles game with confidence.</p> <p><u>Learning objective</u></p> <p>To develop a dance using an increased range of actions.</p> <p>To identify appropriate dynamics and group formations for a Hakka dance performance.</p> <p>To perform with consistency throughout.</p>	<p>To play using offensive court positions for doubles.</p> <p>To work in harmony with your partner to attack.</p> <p>To use attacking principles to exploit the opponents' weakness.</p> <p><u>Learning objective</u></p> <p>To perform some basic street dance skills.</p> <p>To develop a short sequence including basic street dance positions.</p> <p>To interpret visual stimulus.</p>	<p>To compete and identify ways you can improve your play.</p> <p>To defend in formation.</p> <p><u>Learning objective</u></p> <p>To develop a street dance using relationships in dance.</p> <p>To work as part of a pair to compose a street dance performance.</p> <p>To perform confidently with peers.</p>
Key vocab:						
Assessment						
EYFS Spring 1	Manipulation and coordination unit 1					
	<p><u>Learning objectives</u></p> <p>To copy, repeat and practise a variety of balloon handling activities</p> <p>To coordinate limbs to carry out defined</p>	<p><u>Learning objectives</u></p> <p>To translate balloon control skills to managing ball with hands.</p> <p>To reproduce movements with a ball bilaterally.</p>	<p><u>Learning objectives</u></p> <p>To reproduce movements with a ball bilaterally with feet.</p> <p>To practise making contact with a ball using feet and legs.</p>	<p><u>Learning objectives</u></p> <p>To respond to cues to change between hopping, jumping and stepping.</p> <p>To coordinate feet to practise hop, step and jump sequences.</p>	<p><u>Learning objectives</u></p> <p>To watch, copy and repeat ways of sending, receiving and carrying.</p> <p>To find new ways/make choices if ways to send, receive,</p>	<p><u>Learning objectives</u></p> <p>To listen, respond and coordinate hands and feet to touch a target.</p> <p>To send and stop objects using hands and feet.</p>

	<p>movements and actions</p> <p><u>Success criteria</u> I can hold balloons and move them with my hands I can hit and follow a balloon I can work with a partner</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, balance co-ordination and agility</p>	<p>To roll a ball with accuracy</p> <p><u>Success criteria</u> I can hold, roll, pat and throw balls I can move balls on different sides of my body I can aim to try and roll the ball accurately</p> <p><u>EYFS Curriculum links</u> Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p><u>Success criteria</u> I can kick a ball with my right and left foot I can stop a ball with my legs and feet</p> <p><u>EYFS Curriculum links</u> Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p><u>Success criteria</u> I can hop, jump and step I can play hopscotch I can work as a part of team</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, balance co-ordination and agility</p>	<p>and carry objects by self and with a partner.</p> <p><u>Success criteria</u> I can explain what sending means I can choose how I am going to send a piece of equipment I can work with others to send equipment like balls and beanbags</p> <p><u>EYFS Curriculum links</u> Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p><u>Success criteria</u> I can touch targets with my hands and feet I can slide a beanbag I can stop a beanbag</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, balance co-ordination and agility</p>
Key vocab:	Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high hold, hop, jump, low, music, one, foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight, moving, softly, quietly quickly, powerfully					
ELG	Demonstrate strength, balance and coordination when playing					
Y1 Spring 1	Gymnastics (1) (Teacher) Dance (2) (Teacher)					
	<p><u>Learning objective</u> To be able to choose and link like actions. To understand and use the term 'like actions'. To choose 3 rolls or 3 jumps and link them together and repeat the movements.</p>	<p><u>Learning objective</u> To be able to move mats and benches safely. To transfer like sequence to low apparatus. <u>Learning objective</u> To march as an individual.</p>	<p><u>Learning objective</u> To identify shapes that are thick, wide, curled, straight, piked and tucked. To copy and change shapes. To demonstrate four different shapes. <u>Learning objective</u></p>	<p><u>Learning objective</u> To take off and land with (some) control. To jump for height and distance. To link jumps and shapes into a simple sequence. <u>Learning objective</u></p>	<p><u>Learning objective</u> To discover ways of travelling using a variety of body parts. To link ways of travelling together. To refine movements using body and tension. <u>Learning objective</u></p>	<p><u>Learning objective</u> To choose three ways of travelling to make a short movement pattern. To choose a shape to start and finish. To remember and perform a movement pattern.</p>

	<p><u>Learning objective</u> To read the nursery rhyme and discuss the contents and theme. To identify the characters and perform a series of character movements to the nursery rhyme.</p>	<p>To incorporate turns into marches. To work as an individual to create a marching pattern.</p>	<p>To collaborate as a group to follow a marching sequence. To perform a group marching sequence. To remember, recall and perform one chosen sequence.</p>	<p>To dance in canon to the lyrics of the wheels on the bus. To copy and repeat actions in time with others.</p>	<p>To perform as a class. To perform cannon in a small group. To change positions to create different formations as a class.</p>	<p><u>Learning objective</u> To read the nursery rhyme and discuss its content and theme. Children to identify characters within the nursery rhyme and create actions. To perform actions in rounds.</p>
<p>Key vocab:</p>						
<p>Assessment</p>						
<p>Y2 Spring 1</p>	<p>Gymnastics (1) (Premier Sport) Dance (2) (Teacher)</p>					
	<p><u>Learning objective</u> To use prior learning to create a 4-element sequence. To combine balance, rolling, jumping, rocking and spinning. To perform using a recognised start and finish shape. <u>Learning objective</u> To perform short dances which reflect on different emotions and moods. To say what actions define contrasting emotions. To identify in others and themselves</p>	<p><u>Learning objective</u> To recognise how to create power in jumps. To attempt a variety of different jumps. To show ways to jump with power and control. <u>Learning objective</u> To follow a clock face to develop dance steps. To work with a rhythm. To combine dance steps to create a movement pattern.</p>	<p><u>Learning objective</u> To define how gymnastic elements can link smoothly and continuously. To explore transitions between elements. To compare linking movement that improve a performance. <u>Learning objective</u> To remember and recall dance steps. To work independently to perform a movement pattern. To create own dance steps to add to a movement pattern.</p>	<p><u>Learning objective</u> To define in simple terms flexibility. To demonstrate in shapes their full range of flexibility. To choose, adapt and perform shapes at different levels. <u>Learning objective</u> To perform 'freestyle' moves. To watch, copy and repeat learnt moves to move a motif. To perform Motif to music.</p>	<p><u>Learning objective</u> To perform various travel movements at different speeds. To identify suitable speeds for different types of travel. To show how these speeds apply to different moves in a sequence. <u>Learning objective</u> To remember and perform moves from lesson 4. To perform the steps in given instructions. To work as a group to enter into formations using 'On and Off stage'.</p>	<p><u>Learning objective</u> To choose and apply to a simple sequence elements from unit 1. To perform a sequence between 4-6 elements. To select appropriate elements to get maximum points. <u>Learning objective</u> To explore movement pathways in given formations. To practise switching from a group formation to a whole class performance. To practise performing and improve timing as a class.</p>

	dynamics within the dance.					
Key vocab:						
Assessment						
Y3 Spring 1	Gymnastics (1) (Premier Sport) Dance (2) (Teacher)					
	<u>Learning objective</u> To create a sequence of 2 contrasting elements. To demonstrate extension in shapes. To produce flow in sequence. <u>Learning objective</u> To discuss examples of professional work and identify the style. To copy and apply dance actions in a specified order. To work with a partner to perform a dance phrase.	<u>Learning objective</u> To explore a greater range of contrasting actions. To copy a partners sequence. To define what contrast is and how it applies to sequences. <u>Learning objective</u> To explore different ways of travelling and link it to the style of dance. To work as a team to follow floor patterns and create shapes. To create some travelling dance steps which follow a floor pattern.	<u>Learning objective</u> To consolidate and improve the quality of basic rolls. To explain how strength and flexibility applies to rolls. To work with a partner to perform a roll sequence. <u>Learning objective</u> To identify different dance quality dynamics and apply these to movement. To explore performance quality (facial expression and focus) and apply these to the dance. To create some dance movements which demonstrate the stylistic dynamics of Barn dance.	<u>Learning objective</u> To consolidate and improve the quality of basic jumps. To jump high and far off low apparatus. To work in groups of 3/4 to create a rolling and jumping sequence. <u>Learning objective</u> To identify different types of action used in Barn dance. To create original dance actions which suit the style of Barn dance. To recognise Barn dance style actions in others' work.	<u>Learning objective</u> To perform in unison with a partner. To translate unison into contrasting actions. To identify when they use strength in their sequence. <u>Learning objective</u> To identify different types of partner actions used in Barn dance. To create original partner dance which suit the style of Barn dance. To recognise Barn dance style partner actions in others' work.	<u>Learning objective</u> To choose and apply contrasting shapes in a sequence. To work in a group of 3 or 4 to produce a contrasting sequence To include unison in sequence. <u>Learning objective</u> To refine dance material for performance. To identify strengths and areas for improvement in others' groups Barn dances. To apply feedback from others to improve performance.
Key vocab:						
Assessment						

Y4 Spring 1	Gymnastics (1) (Premier Sport) Dance (2) (Teacher)					
	<u>Learning objective</u> To compose and perform a sequence of 6 elements. To use compositional ideas including changes in speed and direction. To teach your sequence to a partner. <u>Learning objective</u> To watch professional work and describe how to action communicates the theme. To watch and copy/perform specific dance actions to communicate a theme. To create dance actions which communicate the theme using prompts.	<u>Learning objective</u> To work with a partner to create a sequence in unison. The sequence should be taught to and combined with another pair to make a four-person sequence. <u>Learning objective</u> To perform movements with specific dynamic qualities to give them meaning. To create movement in specific dynamic qualities to tell a story. To recognise and apply formations to group work to help communicate the story.	<u>Learning objective</u> To compose a sequence of actions including some element of weight on hands. To demonstrate control and body tension when taking weight on hands. <u>Learning objective</u> To copy and rehearse travelling movements across space and perform with control. To create travelling movements with floor patterns which helps to tell a story. To perform with the music, in front of peers without prompts.	<u>Learning objective</u> To work in groups of 4 to compose a 6 element sequence. To select and plan a compositional component to change the sequence. <u>Learning objective</u> To copy and perform actions which communicate the way a snake moves. To manipulate and develop given actions using devices. To manipulate and develop own actions using devices.	<u>Learning objective</u> To implement a compositional component to change the sequence. To refine and perform as a group a 6 element sequence. <u>Learning objective</u> To work with others sensibly as part of a team. To stay in contact with others to create large movements. To stay focused and perform contact work with others.	<u>Learning objective</u> To perform existing sequence to be judged. To act as judges to evaluate a group sequence. To compare and contrast group performances. <u>Learning objective</u> To refine dance material for performance. To identify strengths and areas for improvement in others' groups choreography. To apply feedback from others to improve performance.
Key vocab:						
Assessment						
Y5 Spring 1	Gymnastics (1) (Premier Sport) Dance (2) (Teacher)					
	<u>Learning objective</u> To complete a 4-element sequence	<u>Learning objective</u> To explore symmetry as applied to both balance and travel.	<u>Learning objective</u> To explore asymmetrical balances and travels.	<u>Learning objective</u> To introduce partner counter balances.	<u>Learning objective</u> To apply compositional ideas to counter balances.	<u>Learning objective</u> To re-do symmetrical, asymmetrical balances, travel, partner and

	<p>containing different heights and speeds. To take weight on hands to move forward. To include symmetrical and asymmetrical shapes.</p> <p><u>Learning objective</u> To watch professional work and describe how the action communicates the theme. To watch and copy/perform specific dance actions to communicate the theme. To create dance actions which communicate the theme using prompts.</p>	<p>To compose an individual symmetrical sequence. To attempt to combine sequence with a partner to create paired symmetrical sequences.</p> <p><u>Learning objective</u> To copy and perform actions which communicate the idea of a hero. To manipulate and develop given action using devices. To manipulate and develop own action using devices.</p>	<p>To compose an individual asymmetrical sequence. To attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p><u>Learning objective</u> To perform clear shapes and build patterns as part of a team using formations. To use a variety of levels within one group shape. To create varied dance movement in a group using level and formations.</p>	<p>To work together to complete trust exercises. To create short sequence that contains counter balances.</p> <p><u>Learning objective</u> To copy and execute a high energy jump sequence. To create a short elevation sequence communicating the ideas of villains. To perform an elevation sequence with control.</p>	<p>To move smoothly from one balance to another with a partner To show clear individual movements.</p> <p><u>Learning objective</u> To copy and execute movement to communicate narrative, To develop movement by using formations and floor patterns. To create movement on a low level which communicates an attack.</p>	<p>counter partner balances. To show sequence to another couple, evaluate others sequence to select a component for improvement. To practise and refine an area for improvement.</p> <p><u>Learning objective</u> To use facial expression, dynamics and focus to communicate character and narrative. To work effectively with others to improve movement and quality. To perform clearly with confidence.</p>
Key vocab:						
Assessment						
Y6 Spring 1	<p>Gymnastics (1) (Premier Sport) Dance (2) (Teacher)</p>					
	<p><u>Learning objective</u> To complete a 6-element sequence containing flight, contrasting shapes and balances. To take weight on hands to land on apparatus from flight.</p>	<p><u>Learning objective</u> Dismounting from varying heights. To make simple judgements about own work and chose what level to work. To magic chair landing, jump forwards beyond cones while still</p>	<p><u>Learning objective</u> To organise equipment in small groups to create flight sequence. To express cannon in sequences. To work collaboratively to assign a leader and share ideas for the sequence.</p>	<p><u>Learning objective</u> To include a piece of equipment assigned to the group. To refine individual aspects of sequence including jumps starting and finishing position and use of canon.</p>	<p><u>Learning objective</u> To devise pulse raising warm up which develops flexibility. To create a paired flight sequence demonstrating both unison and cannon.</p>	<p><u>Learning objective</u> To select children to deliver warm-up activity from the previous lesson. To create six-element sequence including canon, unison, dismount</p>

	<p>To include twists/turns and changes of speed and direction.</p> <p><u>Learning objective</u></p> <p>To watch professional work and describe how the action communicates the theme.</p> <p>To watch and copy/perform specific dance actions to communicate the theme.</p> <p>To create a phrase of gestures which communicate the theme.</p>	<p>maintaining control, increase distance and jump into balance.</p> <p><u>Learning objective</u></p> <p>To describe the meaning of several types of devices.</p> <p>To manipulate and develop given actions using devices.</p> <p>To manipulate and develop own actions using devices.</p>	<p><u>Learning objective</u></p> <p>To perform clear shapes and actions as part of a team to communicate a narrative,</p> <p>To create varied dance movements in a group to communicate a narrative.</p> <p>To use formation to communicate relationships.</p>	<p>To perform sequence to an audience.</p> <p><u>Learning objective</u></p> <p>To copy and perform a live aural setting pattern.</p> <p>To create and perform a live aural setting.</p> <p>To devise dance movements to accompany your live aural setting.</p>	<p>To recap unison in relation to gymnastic sequences.</p> <p><u>Learning objective</u></p> <p>To copy and perform some attacking movements.</p> <p>To develop movement to create contact with a partner.</p> <p>To explore the use of dynamics to communicate an attack.</p>	<p>(differentiated), a piece of equipment.</p> <p><u>Learning objective</u></p> <p>To use facial expression, dynamics and focus to communicate character with narrative.</p> <p>To work effectively with others to improve movement quality.</p> <p>To perform clearly with confidence.</p>
Key vocab:						
Assessment						
EYFS	Body Management Unit 2					
	<p><u>Learning objectives</u></p> <p>To experiment with twisting and turning, beginning to roll.</p> <p>To perform rolls, demonstrating some body control</p> <p>To transition from roll, to crawl, to slither.</p> <p><u>Success criteria</u></p>	<p><u>Learning objectives</u></p> <p>To follow a pathway using a variety of stepping patterns.</p> <p>To follow simple instructions to co-ordinate limbs.</p> <p>To show control to hold body shape.</p> <p><u>Success criteria</u></p>	<p><u>Learning objectives</u></p> <p>To explore working with a stimulus of music.</p> <p>To follow jumping patterns.</p> <p>To jump in combinations.</p>	<p><u>Learning objectives</u></p> <p>To jump for height on to apparatus with confidence.</p> <p>To jump accurately with control.</p> <p>To land with control</p>	<p><u>Learning objectives</u></p> <p>To travel along a variety of equipment using different modes of locomotion.</p> <p>To incorporate stretches, shapes and rolls.</p>	<p><u>Learning objectives</u></p> <p>To work as part of a team to perform.</p> <p>To perform basic actions learned together with others.</p> <p>To perform tuck position on back and rock back and forth.</p>

	<p>I can twist and turn I can roll I can control myself and move in ways I choose</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>	<p>I can move my arms and legs at different times I can hold my body in a shape and count to three I can place my hands and feet in different ways</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>	<p><u>Success criteria</u> I can jump in different ways I can jump following paths I can run and jump, and jump and run</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>	<p><u>Success criteria</u> I can jump on to apparatus I can choose where to jump and land I can land with control and not fall over</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>	<p><u>Success criteria</u> I can move in different ways I can roll, stretch and jump I can perform shapes and move over apparatus</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>	<p><u>Success criteria</u> I can work as part of a team I can make shapes at the same time as others I can tuck on my back and attempt to rock</p> <p><u>EYFS Curriculum links</u> Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency.</p>
Key vocab:	Climb, step, feet, alternate, one, foot, balance, stand, stop, reach, stretch hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.					
ELG	Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
Y1 Spring 2	Gymnastics (2) (Teacher) Send and Return (1) (Teacher)					
	<p><u>Learning objective</u> To recap ‘like actions’ from the previous unit. To show creative ways to move on, off and over the apparatus. To perform to others their adapted sequence. <u>Learning objective</u></p>	<p><u>Learning objective</u> To introduce rocking. To experiment with rocking on different parts of the body. To link into simple sequences with a start, balance, rock and jump. <u>Learning objective</u> To explore different ways of sending a ball.</p>	<p><u>Learning objective</u> To experiment with spinning and turning on different parts of the body. To adapt spins and turns on and off of the apparatus. To link spins and turns to rock through changing levels.</p>	<p><u>Learning objective</u> To introduce the concept of unison. To count to keep in time with others. To practice and perform a simple jump, spin and rock movement pattern in unison. <u>Learning objective</u></p>	<p><u>Learning objective</u> To introduce the concept of canon. To practice and perform a simple jump, spin and rock movement pattern in canon. <u>Learning objective</u> To play in a rally with a partner.</p>	<p><u>Learning objective</u> To work with a partner to create a short sequence that must include elements of spin, turn and /or rock. To select whether your sequence is going to be in unison or canon. <u>Learning objective</u></p>

	<p>To slide a beanbag/ball over an opponent's goal line. To move to defend (stop) the ball/beanbag going over your goal line. To explore which objects are easier to slide and defend.</p>	<p>To practice sending a ball in a variety of ways to a partner. To attempt to hit the ball.</p>	<p><u>Learning objective</u> To move position to get in line with a ball/ To get into positions to return balls to partners. To use a variety of return responses.</p>	<p>To work with a partner to receive and return objects to score points against opposition. To describe how you work with a partner to receive and return successfully. To work as a team to score points.</p>	<p>To use skills previously learned to move towards and return a ball in a rally game. To describe the necessary skills to play in a rally.</p>	<p>I can hit over a bench to my partner. I can play with my partner in a game over a bench. I can send the ball to space to make it hard for my partner to catch/return.</p>
<p>Key vocab:</p>						
<p>Assessment</p>						
<p>Y2 Spring 2</p>	<p>Gymnastics (2) (Teacher) Send and Return (1) (Teacher)</p>					
	<p><u>Learning objective</u> To transfer movement pattern to floor, mat and apparatus. To work with a partner to copy and create (joining sequences). To introduce releve walk and front support. <u>Learning objective</u> To anticipate the flight of the ball fed from a partner. On toes move towards the line of the ball and return. Keep track of score with partner.</p>	<p><u>Learning objective</u> To identify which muscles they are using in their core control movement. To copy and repeat arch and dish shapes. To work collaboratively to move a hoop along a line of rolling children. <u>Learning objective</u> Players to identify their dominant and non-dominant side for sending a ball. Play a modified game to send and return using dominant and non-dominant sides.</p>	<p><u>Learning objective</u> With a partner, make as many bridges and tunnels as they can with body control. Travel over, under and through your partner's shapes in a variety of ways. To introduce back support and crab actions. <u>Learning objective</u> To play modified game introducing boundaries. To use throwing and catching skills to play with a team to score points.</p>	<p><u>Learning objective</u> To introduce frog jump and L-sit. To play a variety of competitive games using leapfrog jumps. To refine leap frog movements. <u>Learning objective</u> To develop agility in isolated challenges. To perform with increased agility in a conditioned game.</p>	<p><u>Learning objective</u> To demonstrate distance and control in broad jump. Accurately replicate pike and use in short sequence. Link previous learning to transition elements. <u>Learning objective</u> To use correct grip to hold a tennis racquet. Send, receive and stop a ball using a racquet along the ground. Use self-feed to hit a ball to a partner.</p>	<p><u>Learning objective</u> To combine all ten elements of the Unit 2 body management in order. Refine and develop routine to ensure it is aesthetically pleasing. To perform with rhythm and control. <u>Learning objective</u> To able to self-feed to send a ball to a partner using a racquet. To attempt to combine skills to perform a rally.</p>

Key vocab:						
Assessment						
Y3 Spring 2	Gymnastics (2) (Teacher) Rounders (1) (Teacher)					
	<u>Learning objective</u> To create a sequence of 2 contrasting elements. To demonstrate extension in shapes. To produce flow in sequence. <u>Learning objective</u> To hit a stationary ball into a space. To retrieve and throw the ball as a fielder. To explain how fielders work together to restrict batter runs.	<u>Learning objective</u> To explore a greater range of contrasting actions. To copy a partners sequence. To define what contrast is and how it applies to sequences. <u>Learning objective</u> To bowl an underarm ball at a target at an appropriate height. To bowl with some consistency in a game situation. To work collaboratively to send the ball back to the bowler.	<u>Learning objective</u> To consolidate and improve the quality of basic rolls. To explain how strength and flexibility applies to rolls. To work with a partner to perform a roll sequence. <u>Learning objective</u> To strike a bowled ball. To apply some simple tactics to choose where to hit the ball. To count and remember runs scored.	<u>Learning objective</u> To consolidate and improve the quality of basic jumps. Jump high and far off low apparatus. To work in groups of 3/4 to create a rolling and jumping sequence. <u>Learning objective</u> To stop a moving ball with consistency. To collect and return a moving ball. To work as a team to stop and pass the ball in the field.	<u>Learning objective</u> To perform in unison with a partner. To translate unison into contrasting actions. To identify when they use strength in their sequence. <u>Learning objective</u> To throw over long distances using an overarm throw. To throw to appropriate bases based on the scenario of each conditioned game.	<u>Learning objective</u> To choose and apply contrasting shapes in sequence. To work in a group of 3 or 4 to produce contrasting sequence. To include unison in sequence. <u>Learning objective</u> To use accurate throws to return a ball to a base/bowler. To strike a bowled ball to score runs for your team. To suggest ways to improve own and others game.
Key vocab:						
Assessment						
Y4 Spring 2	Gymnastics (2) (Teacher) OAA (Teacher)					
	<u>Learning objective</u> To link balance and travel with given actions.	<u>Learning objective</u> To experiment with one footed balances.	<u>Learning objective</u> To identify muscle groups to support front and side support.	<u>Learning objective</u> To recap core muscles needed to support transitions.	<u>Learning objective</u> To develop balances for taking weight on shoulders.	<u>Learning objective</u> To combine all elements of Unit 2

	<p>To introduce weight bunny hop. To show control and tension. <u>Learning objective</u> To perform AFL task as part of a group. To suggest ways to solve the problem. To support others to participate in the task.</p>	<p>To introduce roll over the shoulder to knees. To combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees. <u>Learning objective</u> To recognise compass points. To operate as part of a team to solve a problem. To listen and be directed by others.</p>	<p>To take part in a series of mini Tabata. <u>Learning objective</u> To explain what a compass is. To describe how a compass can be used. To use compass points to complete a task successfully.</p>	<p>To work with a partner to practise, refine transition between movements with control. To practise front support, press up, to side support and pike using increased control of core from the last session. <u>Learning objective</u> To perform under time pressures. To refine answers from clues. To work independently from the teacher.</p>	<p>To progress shoulder balance to shoulder stand. To recap the cartwheel. <u>Learning objective</u> To use a map to follow a course. To work cooperatively with a partner. To evaluate their success.</p>	<p>sequence in order taught. To perform demonstrating smooth transitions. <u>Learning objective</u> To recognise common map symbols. To remember and recall map symbols. To determine when they need help and use prompt cards.</p>
Key vocab:						
Assessment						
Y5 Spring 2	<p>Gymnastics (2) (Teacher) OAA (Teacher)</p>					
	<p><u>Learning objective</u> To work with a partner to create a 6 element sequence. To perform a variety of actions. To work within/on set pathway. <u>Learning objective</u> To work as a pair to complete a challenge.</p>	<p><u>Learning objective</u> To refine round off technique with a focus on the extension of limbs. To create three asymmetrical balances with a partner. To select one asymmetrical balance to link with a round-off</p>	<p><u>Learning objective</u> To practise, refine and perform over shoulder roll into a handstand. To attempt a full turn jump with control. To link elements together with elements from lesson 2. <u>Learning objective</u></p>	<p><u>Learning objective</u> To perform a sequence of actions learned in unit 2. To give and receive feedback for a sequence and work to improve. Link taking weight on hands in preparation for next part of a sequence.</p>	<p><u>Learning objective</u> To devise warm up for stretching core. To choose transition from feet to bridge. To choose an appropriate finishing position for the sequence. <u>Learning objective</u> To perform safely and with control.</p>	<p><u>Learning objective</u> To combine all actions: round off, asymmetrical balance of choice, over the shoulder roll to a handstand, half/full turn, tow linked cartwheel, weight on hands, too bridge/crab to finish to own choice. <u>Learning objective</u></p>

	To explore ways of communicating. To decide which ways of communicating are most effective.	and perform with a partner. <u>Learning objective</u> To work at maximum capacity when running. To follow a designated route. To keep evidence for results.	To use memory and recall skills to navigate to destinations. To use memory methods to remember and recall objects. To suggest real-life situations where memory and recall are important.	<u>Learning objective</u> To solve problems to complete a task. To work collaboratively to improve. To perform under pressure.	To compete against others to compete a challenging task. To use ingenuity and imagination to compete a task.	To interpret Morse Code and use it to communicate with others. To suggest different ways to send Morse Code.
Key vocab:						
Assessment						
Y6 Spring 2	Gymnastics (2) (Teacher) OAA (Teacher)					
	<u>Learning objective</u> To work collaboratively with others in a small group situation. To create a ten element sequence on floor and apparatus. To include asymmetry in the sequence. <u>Learning objective</u> To work as a pair to follow and orient a map. To select a correct travelling pace, running, jogging or brisk walking pace. To enjoy competing with each other.	<u>Learning objective</u> To experiment with a variety of stimuli such as a ball, hoop or ribbon. To reproduce movements sympathetically to music. <u>Learning objective</u> To run as fast as possible under control. To work as part of a pair to complete a scavenger hunt. To successfully identify objects by a written description.	<u>Learning objective</u> In same groups, suggest and decide four criteria to judge sequences. Split into pairs to create ten element sequence to be judged against chosen standards. <u>Learning objective</u> To balance safely and with control. To perform a pyramid balance as part of a small group. To suggest adaptations and variations to the balances.	<u>Learning objective</u> To work as a part of a group to move collaboratively. To create pathways and patterns as a group. To use single action routines to develop pathway sequences. <u>Learning objective</u> To work collaboratively to complete a range of paired and group activities. To work efficiently as part of a team to eliminate opposition. To use the correct rules.	<u>Learning objective</u> To be able to work collaboratively with others. To be able to identify and use a variety of compositional ideas. To show an appropriate entrance to the performance. <u>Learning objective</u> To decide who should run and when in a team running challenge. To use speed and pace to run individually. To use their knowledge of games to design a fun, competitive game.	<u>Learning objective</u> To be able to create a sequence to music. To be able to perform a sequence to an audience. To perform within a given time limit of one minute. <u>Learning objective</u> To problem solve as part of a team. To refine and adapt ideas. To follow task instructions.
Key vocab:						

Assessment						
EYFS S1	Speed and Agility Unit 1					
	<p><u>Learning objectives</u> To move forwards, backwards and sideways at speed. To improve speed through practice. To demonstrate agility in a range of games.</p> <p><u>Success criteria</u> I can run in different ways to gain speed I can use agility in games to achieve an aim (turn domes into dishes)</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><u>Learning objectives</u> To participate in chasing games safely and with control. To perform as part of a team in running games. To recognise and follow instructions to participate in different running and chasing games.</p> <p><u>Success criteria</u> I can safely run and be chased showing spatial awareness I can control my speed and direction to run safely in chasing games</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with</p>	<p><u>Learning objectives</u> To respond to cues to change direction. To make choices about changing direction in games.</p> <p><u>Success criteria</u> I can listen to instructions and change direction accordingly I can watch players and try to move to the correct place</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><u>Learning objectives</u> To explore a variety of ways to start movement. To explore different ways of stopping and showing control.</p> <p><u>Success criteria</u> I can start in a variety of different ways I can stop in a variety of different ways</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><u>Learning objectives</u> To recognise fast and slow movements. To perform two animals moving fast and two animals moving slowly.</p> <p><u>Success criteria</u> I can show different fast and slow movements I can move like different animals and describe if it is a fast movement or if it is a slow movement</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><u>Learning objectives</u> To show control to stop and perform actions. To move and stop appropriately on cue.</p> <p><u>Success criteria</u> I can hear or see a cue and recognise that I need to stop I can stop with control in lots of different ways</p> <p><u>EYFS Curriculum links</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.</p>

		consideration for themselves and others.				
Key vocab:	Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat					
ELG	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Negotiate space and obstacles safely, with consideration for themselves and others. 					
Y1 S1	Attack Defend Shoot (2) (Teacher) Run Jump Throw (2) (Teacher)					
	<u>Learning objective</u> To recognise the reasons why heart rate increases during exercises. To discuss what makes exercise fun. To play a range of pulse raising activities. <u>Learning objective</u> To perform running challenges in set times. To support partner to improve their performance. To recognise agile movements.	<u>Learning objective</u> To play in a game with defined areas. To play as part of a team to attack and defend. To anticipate the direction of an attack. <u>Learning objective</u> To repeat repetitive actions for sustained periods of time. To recognise improvements in performance. To suggest how the lesson's activities relate to daily life.	<u>Learning objective</u> To bounce the ball with some control to self. To begin to bounce a ball to a partner. To play 2-on-1 using bouncing skills to score. <u>Learning objective</u> To develop stamina through a range of running activities. To negotiate obstacles whilst marinating running positions. To recognise changes in their bodies such as red cheeks and heavy breathing.	<u>Learning objective</u> To play with a partner using throwing, catching and bouncing skills to score points. To work under pressure to hit targets. To transfer target skills into a competitive game. <u>Learning objective</u> To practise and perform a wide variety of core strength movements. To suggest where exercises are relevant to other physical activities. To improve throwing accuracy.	<u>Learning objective</u> To play in a game where rules apply. To adapt to play to the rules. To recognise when rules have changed. <u>Learning objective</u> To throw for accuracy and use footwork to dodge. To develop stamina through a range of jumping and agility activities. To play fairly admitting when they are out in the game.	<u>Learning objective</u> To identify where to stand to defend goals (hoops) best. To play in competitive games. To play using defined rules in a game. <u>Learning objective</u> To explore and practise a variety of alternative start positions for running. To choose the quickest positions for starting a run. To work with others to judge different running speeds.
Key vocab:						

Assessment						
Y2 S1	Attack Defend Shoot (2) (Premier sport) Run Jump Throw (2) (Teacher)					
	<u>Learning objective</u> To pass and receive the ball around the playing area showing some control. To work collaboratively to keep possession by passing accurately.] <u>Learning objective</u> To work individually to run for a sustained period of time. To discuss thoughts and feelings surrounding the physical challenges. To work cooperatively to complete a jumping and throwing task.	<u>Learning objective</u> To send and receive moving into a space. To play with a variety of balls. To move into a space in a game situation. <u>Learning objective</u> To play games to improve jumping skills. To develop strength through isolated strength-building activities. To participate in a jumping game.	<u>Learning objective</u> To work with a partner to progress towards a target. To co-ordinate hands and feet to progress forwards. To attempt to use simple attacking play in a game. <u>Learning objective</u> To throw demonstrating power. To attempt to throw with accuracy. To explain how resistance affects the flight of an object, e.g. ball/shuttlecock.	<u>Learning objective</u> To examine the role of a goalkeeper. To perform defensively as an individual in a game. To recognise quality of goalkeeping. <u>Learning objective</u> To run as a team. To develop stamina through consistent running activity. To attempt new breathing technique.	<u>Learning objective</u> To show awareness of opponents and teammates in a game. To explore the concept of intercepting in invasion games. To choose when to attempt to intercept the ball. <u>Learning objective</u> To perform under pressure. To work cooperatively to develop a skill. To throw and catch through a moving target.	<u>Learning objective</u> To implement basic goalkeeping, attacking play and intercepting in games. To make early decisions in games. To practise to improve existing skills. <u>Learning objective</u> To perform a range of skills in competition. To compete as part of a team. To persevere to complete a task.
Key vocab:						
Y3 S1	Football (Premier sport) Athletics (2) (Teacher)					
	<u>Learning objective</u> To pass and receive the ball around the playing	<u>Learning objective</u> To control the ball and pass unchallenged.	<u>Learning objective</u> To use short passes to keep possession.	<u>Learning objective</u> To recognise where there is a space in a game.	<u>Learning objective</u> To control the ball at feet and dribble unchallenged.	<u>Learning objective</u> To use short passes and dribbling to build an attack.

	<p>area showing some control.</p> <p>To work collaboratively to keep possession by passing accurately.</p> <p>Learning objective</p> <p>To challenge yourself to jump in a variety of ways.</p> <p>To beat previous distances when jumping.</p> <p>To copy and describe what others have done.</p>	<p>To move into space to receive the ball unchallenged.</p> <p>To work together as a team to score points.</p> <p>Learning objective</p> <p>To run a different speeds.</p> <p>To start-stop and change pace with control.</p> <p>To demonstrate agility in running.</p>	<p>To work as a team to move towards the goal.</p> <p>To look to 1 shoot, 2 pass and 3 dribble.</p> <p>Learning objective</p> <p>To combine running and jumping.</p> <p>To jump over apparatus with control and balance.</p> <p>To judge speed to jump safely.</p>	<p>To move into a space to receive the ball.</p> <p>To send the ball and move into a new space.</p> <p>Learning objective</p> <p>To throw for accuracy.</p> <p>To throw for distance.</p> <p>To experiment with a variety of throws.</p>	<p>To receive the ball and dribble into space.</p> <p>To use control of the ball to keep possession in game.</p> <p>Learning objective</p> <p>To practice a variety of skipping techniques.</p> <p>To participate in skipping challenges against self and others.</p> <p>To discover ways to skip with a partner.</p>	<p>To determine when to run into a space to receive the ball.</p> <p>To suggest ways to improve the skills they have learnt.</p> <p>Learning objective</p> <p>To participate in running, throwing and jumping activities.</p> <p>To work as a team to try and score points in running, throwing and jumping activities.</p> <p>To identify ways to improve own, and others work.</p>
Key vocab:						
Assessment						
Y4 S1	<p>Football (Premier sport)</p> <p>Athletics (2) (Teacher)</p>					
	<p>Learning objective</p> <p>To work collaboratively to work towards and score goals.</p> <p>To move towards the ball and receive under control.</p> <p>To recap and use passing and trapping skills to play in a game.</p> <p>Learning objective</p> <p>Challenge yourself to jump in a variety of</p>	<p>Learning objective</p> <p>To move and stay with an attacking player.</p> <p>To demonstrate two types of marking and attacking the player (front marking and goal side marking).</p> <p>To discuss and debate the benefits and weaknesses of each type of marking.</p> <p>Learning objective</p>	<p>Learning objective</p> <p>To practise defensive tackling.</p> <p>To apply defensive tackling to game scenarios.</p> <p>To describe important aspects of tackling.</p> <p>Learning objective</p> <p>To use running to increase the distance of jumps.</p>	<p>Learning objective</p> <p>To use dribbling to progress forwards.</p> <p>To combine dribbling and passing to benefit the team.</p> <p>To show dribbling in game.</p> <p>Learning objective</p> <p>To introduce sling technique for discus throws.</p>	<p>Learning objective</p> <p>To pass the ball to players over distance.</p> <p>To work collaboratively to select when is the best time to use a long pass.</p> <p>To attempt distance passes in games to work towards a goal.</p> <p>Learning objective</p> <p>To perform running on a curve.</p>	<p>Learning objective</p> <p>To implement skills learnt over the 6 lessons into games.</p> <p>To use passing on the move skills with a teammate where appropriate.</p> <p>To evaluate what areas you have been applying well and which require improvement.</p> <p>Learning objective</p>

	ways for distance and height. To show different ways of running. To compare different throws with different equipment.	To assess what fast running feels like. To practice and perform running at speed. To compete over short distances against self and others.	To judge speed to take off a specified point. To demonstrate control upon take off.	To practice wind up technique. To practice with different equipment.	To perform a baton exchange. To analyse as a team how to improve the baton exchange.	To work together in small teams to score points on running, jumping and throwing activities. To challenge self to improve scores using appropriate techniques. To evaluate to aim to improve performance second time.
Key vocab:						
Assessment						
Y5 S1	Football (Premier sport) Athletics (2) (Teacher)					
	<u>Learning objective</u> To turn with the ball unchallenged. To receive the ball and turn into a space. To receive the ball and turn to shoot. <u>Learning objective</u> To run as part of a relay team for speed and distance. To run for as long as possible as an individual. To identify and use appropriate encouragement for team mates.	<u>Learning objective</u> To recognise space and opportunities for running with the ball. To travel quickly and effectively with the ball. To select appropriate conclusion to run. <u>Learning objective</u> To measure distance of run in a set time. To recognise the importance of setting a pace for longer runs. To work to improve distance covered in set times.	<u>Learning objective</u> To combine running with the ball and sending into a space. To select where to pass the ball on completion of a run. To apply running and sending in a game. <u>Learning objective</u> To identify and recognise most effective jumping style for distance. To set targets to jump further. To explore combining jumping sequences.	<u>Learning objective</u> To play in a restricted position. To choose when to change position in a game. To move into a space to open up play. <u>Learning objective</u> To develop the push technique using a variety of objects. To compare and contrast the differences between pushing a variety of objects. To use push throw accurately and aim for targets.	<u>Learning objective</u> To distinguish between when teams are in possession of the ball and when it is lost. As an individual to challenge themselves to maintain possession. To act as a team to maintain possession. <u>Learning objective</u> To perform baton exchange as part of a relay team. To anticipate when to start moving on the exchange.	<u>Learning objective</u> To implement skills developed throughout the unit. To control a bouncing ball with more confidence. To work with a team to discuss and improve performance after each game. <u>Learning objective</u> To develop as a small group either a run, jump or throwing event. To choose appropriate distance, equipment, time and space.

					To perform baton exchange in a given area.	To teach event to another group.
Key vocab:						
Assessment						
Y6 S1	Football (Premier sport) Athletics (2) (Teacher)					
	<u>Learning objective</u> To play as an attacker and a defender. To pass to set up another player's shot on goal. To run onto the ball to attempt to shoot and score. <u>Learning objective</u> To use power to improve the start of a short sprint. To refine running skills to improve the time. To work with others to record accurate results.	<u>Learning objective</u> To collaborate with a partner to implement simple defensive principles. To aim to deny attackers from moving into a space. To aim to restrict space attackers have to play in. <u>Learning objective</u> To experiment with varying run up lengths for long jump. To select as individual which length run up produces the longest jump.	<u>Learning objective</u> To apply speed and accuracy to a penalty shot. To work as a team to attack rebounds from a penalty. To explain why certain areas of the goal are better than others to aim for. <u>Learning objective</u> To examine the link between height trajectory of a throw for distance. To use a variety of techniques including push, pull and sling. To work in a group to accurately record data for a range of equipment.	<u>Learning objective</u> To devise a drill that develops the skill of attacking in pairs. Using STEP to teach a skill to another group. To apply attacking in pairs skill to a game. <u>Learning objective</u> To work in groups to set up running, throwing and jumping activities. To teach your activities to another group.	<u>Learning objective</u> As a defensive pair work to close down one attacker. To play the role of covering defender. To apply defensive roles into a game. <u>Learning objective</u> To take part in a specific athletic events. To compete against others. To work collaboratively to judge others and record data.	<u>Learning objective</u> To work cooperatively to implement attacking and defending strategies. To use close control to keep possession of the ball. To demonstrate previous skills learnt in games. <u>Learning objective</u> To take part in a specific athletic events. To compete against others. To work collaboratively to judge others and record data.
Key vocab:						

Assessment						
EYFS S2	Cooperate and Solve Problems					
	<p><u>Learning objectives</u> To work as an individual and part of a group to match various markings and colours. To identify relationships between self and others through group activity.</p> <p><u>Success criteria</u> I know which group I am in and where I should be I can match with other children who have the same as me</p> <p><u>EYFS Curriculum links</u> Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p><u>Learning objectives</u> To keep heart rate high and perform individual coordination skills. To cooperate with a partner to move across defined areas</p> <p><u>Success criteria</u> I can concentrate and follow instructions to play the starter game I can work with my partner and cross the river</p> <p><u>EYFS Curriculum links</u> Demonstrate strength, balance and coordination when playing.</p>	<p><u>Learning objectives</u> To work for a sustained period to raise heart rate. To replicate with some accuracy body shapes to represents numbers. To work as a Pair to demonstrate larger numbers.</p> <p><u>Success criteria</u> I can run around to make my heart beat faster I can try and form number shapes using my body I can work with a partner to make bigger numbers</p> <p><u>EYFS Curriculum links</u> Demonstrate strength, balance and coordination when playing.</p>	<p><u>Learning objectives</u> To name and perform actions including jumps, rolls and travel. To associate an action with a colour. To Define their own trail</p> <p><u>Success criteria</u> I can perform jumps, rolls, and ways of moving across mats I can follow a trail and perform different actions Some-I can lay out a trail for others to follow</p> <p><u>EYFS Curriculum links</u> Demonstrate strength, balance and coordination when playing.</p>	<p><u>Learning objectives</u> To individually create a shape story using a mime To recognise and retrieve coloured items assigned to their group. To work cooperatively to construct shapes and patterns on the floor</p> <p><u>Success criteria</u> I can use my imagination I can work with my team to collect items and follow instructions I can help to make shapes on the floor using our cones and beanbags</p> <p><u>EYFS Curriculum links</u> Demonstrate strength, balance and coordination when playing.</p>	<p><u>Learning objectives</u> To work cooperatively as part of a pair to move objects. To persevere through challenges To listen and make decisions as part of a partnership</p> <p><u>Success criteria</u> I can move objects with my partner I will keep trying even when the activity seems hard I will listen to my partner and give my own ideas</p> <p><u>EYFS Curriculum links</u> Negotiate space and obstacles safely, with consideration for themselves and others</p>

Key vocab:	Cooperate, team, individual, partner, pair, work, choose, try, travel, roll, jump, twist, turn, crawl, roll, run, line, file, width, length, carry, challenge, shaoe, count, retrieve, collect, suits, deck, cards, trail, body shape, number					
ELG	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. 					
Y1 S2	Hit, Catch, Run (2) (Teacher) Send and Return (2) (Teacher)					
	<u>Learning objective</u> To perform quick runs. To work as a team to send and receive. To send and receive the ball to score points. <u>Learning objective</u> To attempt to send a ball that can be returned by others consistently. To feed a beanbag or ball into a space to make it difficult for your opponent to return. To work with a partner to track balls and return them over the net.	<u>Learning objective</u> To hit balls off cones. To decide where to hit a. To attempt to hit with power. <u>Learning objective</u> To use a variety of movements to track balls in different ways. To chase, stop and control balls and objects. To work collaboratively with a partner to complete skill-based challenges.	<u>Learning objective</u> To identify where batters are hitting the ball. To work together to attempt to intercept balls. To apply different body positions to intercept the path of the ball. <u>Learning objective</u> To hit a moving ball from a sitting position. Maintain a tucked position for an extended period of time. To control my body and limbs to move efficiently on the floor.	<u>Learning objective</u> To introduce to concept of bases. To work together to place balls on bases to stop runners. To describe the reasons why runners have to stop when balls are returned to bases. <u>Learning objective</u> To send objects from a variety of positions such as sitting, kneeling and standing. To play cooperatively in competitive game situations. To identify that there is a class of sport for people with disabilities.	<u>Learning objective</u> To attempt to catch a ball that has been hit in the air. To restrict runs by fielding effectively. To identify how to position to cover more spaces. <u>Learning objective</u> To identify tactics to outwit an opponent. To identify and exploit the space available on court. To work as part of a team to score points.	<u>Learning objective</u> To work collaboratively to restrict runs. To hit into a space and score runs. To describe the key differences in the role of the striker and the role of the fielders. <u>Learning objective</u> To use the skills learned in more challenging situations against others. To describe and show how to get into the correct body position to send a ball.
Key vocab:						
Assessment						
Y2	Hit, Catch, Run (2) (Premier sport) Send and Return (2) (Teacher)					

S2						
	<p><u>Learning objective</u> To work as a team to return a ball to a base. To work individually to score runs. To increase running pace to score runs and stay safe.</p> <p><u>Learning objective</u> To play a variety of roles in games. To accurately send a ball to specified areas. To respond to partner and play simple rally.</p>	<p><u>Learning objective</u> To make decisions about directions to send the ball. To use a variety of kicking techniques to send the ball. To experience the role of backstop.</p> <p><u>Learning objective</u> To use a long high ball to reach the back court. To send a low short ball to front court.</p>	<p><u>Learning objective</u> To outwit the bowler to kick in different directions. To use both feet to kick the ball. To kick a ball bowled in a variety of ways.</p> <p><u>Learning objective</u> To throw into space to make it difficult for you opponent. To develop catching and throwing skills while seated. To develop collaborative team skills.</p>	<p><u>Learning objective</u> To recognise the role of a wicketkeeper. To position yourself to stop balls. To practise the role of a wicketkeeper and attempt to stump players out.</p> <p><u>Learning objective</u> To serve into a specified area. To use a range of sending skills to serve. To play out point from serve.</p>	<p><u>Learning objective</u> To recognise the role of a backstop. To attempt to track and stop balls as the backstop.</p> <p><u>Learning objective</u> To develop volleyball skills further to standing. To develop throwing to hitting. To play using attacking shots.</p>	<p><u>Learning objective</u> To work as a team to score points as batters. To work as a team to restrict runs. To demonstrate skills learnt in wicket keeping or backstop.</p> <p><u>Learning objective</u> To play in volleyball style game. To play as an individual. To develop greater control of the ball.</p>
Key vocab:						
Assessment						
Y3 S2	Cricket (Premier sport) OAA (2) (Teacher)					
	<p><u>Learning objective</u> To hit a stationary ball into a space. To retrieve and throw the ball as a fielder. To explain how fielders work together to restrict batter runs.</p>	<p><u>Learning objective</u> To bowl an underarm ball at a target. To bowl with some consistency in a game situation. To work collaboratively to send the ball back to the bowler.</p>	<p><u>Learning objective</u> To strike a bowled ball. To apply simple tactics to choose where to hit the ball. To score runs.</p>	<p><u>Learning objective</u> To stop a moving ball with consistency. To collect and return a moving ball. To work as a team to stop and pass the ball to a field.</p>	<p><u>Learning objective</u> To throw over longer distances using overarm throw. To recognise when to throw over longer distances.</p>	<p><u>Learning objective</u> To use accurate throws the return a ball from the field. To strike a bowled ball to score runs for the team.</p>

	<p><u>Learning objective</u> To show working as part of a team. To communicate using problem solving. To use strength and flexibility to complete a task.</p>	<p><u>Learning objective</u> To identify basic symbols on a map. To complete tasks using symbols and maps. To work with others to complete simple map reading tasks.</p>	<p><u>Learning objective</u> To confidently read and follow a basic map. To create a route on a map for others to use. To work independently and as part of a team.</p>	<p><u>Learning objective</u> To respond to problems in group situations. To identify what worked well and what they needed to improve. To play competitively and fairly.</p>	<p>To recognise the rules of the modified game and use fairly. <u>Learning objective</u> To identify what they need to do to complete a challenge. To participate safely considering others. To confidently work closely with others.</p>	<p>To suggest ways to improve own and others game. <u>Learning objective</u> To lead and be led by others. To take part in trust-based activities. To know what they must do to participate safely.</p>
Key vocab:						
Assessment						
Y4 S2	<p>Cricket (Premier sport) Swimming (2) (Teacher, Hitchin pool)</p>					
	<p><u>Learning objective</u> To throw and catch the ball with increasing accuracy. To hit the ball into zones to score points. To work as an individual to keep score.</p>	<p><u>Learning objective</u> To anticipate when to run to score singles. To work with a partner to score runs. To run at speeds to avoid being run out.</p>	<p><u>Learning objective</u> To intercept a moving ball over varying distances. To intercept balls to stop runs in games situations. To work with a team to return balls in the field.</p>	<p><u>Learning objective</u> To bowl overarm from a stationary position a target. To attempt to bowl overarm in a game. To bowl from both ends of the wicket.</p>	<p><u>Learning objective</u> To use the pull shot in isolation. To attempt to pull shot in a game situation. To decide where to field against someone who can hit a pull shot.</p>	<p><u>Learning objective</u> To use overarm bowling in a game situation with some consistency. Effectively stop a bouncing ground ball. To identify and describe successful play.</p>
Key vocab:						
Assessment						
Y5 S2	<p>Rounders (Premier sport) Tennis (2) (Teacher)</p>					

	<p>Learning objective</p> <p>To apply the rules of the game consistently. To sprint with power to run between zones. To direct the ball to hit targets.</p> <p>Learning objective</p> <p>To play against the opponent to score points. To recap the different shots learnt in the previous unit and apply to the game.</p>	<p>Learning objective</p> <p>To throw a ball for accuracy. To use the short throw to stump players out. To position to catch the ball on base to stump out.</p> <p>Learning objective</p> <p>To identify the techniques used in volley shots. To be prepared and ready to return by using a volley shot. To describe the purpose of when to use a volley shot.</p>	<p>Learning objective</p> <p>To follow the path of a bowled ball. To attempt to catch a backwards hit.</p> <p>Learning objective</p> <p>To recognise components of the overhead shot. To use overhead shot to clear from the back court. To describe when to use an overhead shot.</p>	<p>Learning objective</p> <p>To apply backwards hit rule as a batter. To apply backwards hit tactics as a back stop.</p> <p>Learning objective</p> <p>To play with others to score and defend points. To recognise differences in where you might stand in doubles play. To describe any different rules when playing doubles.</p>	<p>Learning objective</p> <p>To recognise where to play shot to. To find the gaps in the field in a game situation.</p> <p>Learning objective</p> <p>To practise refining moving towards the ball aiming to prevent the second balance. To approach the ball forehand and backhand.</p>	<p>Learning objective</p> <p>To field with awareness of batters strengths. To recognise fielders positioned for left and right handed players. To distinguish between deep and close fielding.</p> <p>Learning objective</p> <p>To play in games with and against others using a variety of tennis shots. To evaluate ways to improve points scored in games.</p>
Key vocab:						
Assessment						
Y6 S2	<p>Rounders (Premier sport)</p> <p>Tennis (2) (Teacher)</p>					
	<p>Learning objective</p> <p>To demonstrate urgency in acquiring rounders in specified innings lengths. To attempt both attacking and defensive play as a batter. To attempt attacking bowling.</p> <p>Learning objective</p>	<p>Learning objective</p> <p>To track and catch a high ball. To catch a high ball to get players out. To attempt to catch in competitive games.</p> <p>Learning objective</p> <p>To recap the principles of a backhand shot.</p>	<p>Learning objective</p> <p>To bowl the faster ball. To use the faster ball to deceive batters.</p> <p>Learning objective</p> <p>To introduce the lob shot. To demonstrate a lob shot in isolation situations. To perform a lob shot in gameplay.</p>	<p>Learning objective</p> <p>To track and retrieve the ball over a distance. To identify when to work as pairs to field long balls. To explain how effective fielding can restrict rounders scored.</p> <p>Learning objective</p>	<p>Learning objective</p> <p>To identify when a fellow batter is at risk of being overtaken. To apply simple tactics to ensure all batters make it round bases. To apply the rule which states once you leave a base as a batter, you must run on.</p> <p>Learning objective</p>	<p>Learning objective</p> <p>To use a range of defensive and attacking tactics in a game. To apply a range of simple rounders rules in games. To play in on a full four base rounders game.</p> <p>Learning objective</p> <p>To use basic doubles positioning learnt in</p>

	<p>To play doubles tennis to score points against opposition. To defend points against opposition using teamwork skills to return balls over the court.</p>	<p>To describe why and when to use a backhand shot. To use a backhand shot when necessary in a game situation.</p>		<p>To play in game against the opposition in doubles and singles using full tennis scoring systems. To appropriately score a tennis game using full tennis rules. To umpire a game of doubles and singles.</p>	<p>To recap the rules and scoring systems for a full game. To play doubles games and recognise how as a pair you can improve. To implement basic positioning as a pair to score points.</p>	<p>lesson 5 to explore attacking defensive play. To work as a pair to develop tactics against other pairs. To compete and identify ways you can improve your play.</p>
Key vocab:						
Assessment						