



A.R.H. Curriculum Progression Document – Physical Education

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – Physical Education			
Develop competence to excel in a broad range of physical activities	Are physically active for sustained periods of time	Engage in competitive sports and activities	Lead healthy, active lives.

Year 1	Master basic movements: Throwing and catching	Team games, simple tactics Skill focus	Dance /lead active and healthy lives	Master basic movements: Running and jumping	Team games, simple tactics inc. basic movements Invasion games	Agility and co-ordination- Sports Day focus	Vocabulary
NC Objective	Previous knowledge	Topic Covered	Questions, knowledge and skills		Date Covered		
Master basic movements including throwing and catching	<p>Throwing and catching Reception Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands</p> <p>Perform/evaluate Reception Control my body when performing a sequence of movements. Participate in simple games</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Aut 1 8 lessons overview: Throwing and catching focus <i>See resources for plans/teaching tips and ideas</i></p> <p>Lesson 1- rolling, rolling, rolling To use rolling to learn how to roll, track and receive the ball To track a ball as it rolls. To get in line to receive a ball. To roll a ball in the right direction. To stop a rolling ball with my hands.</p> <p>Lesson 2- Throwing underarm To throw underarm. To use an underarm technique to throw an object. To use an underarm technique to aim an object in a certain</p>	<p>Questions:</p> <p>L1 Do you only ever throw and catch balls, or do you ever throw and catch other objects? How can you change how fast or slow you roll a ball? Can you track a moving ball and stop the ball as it is rolled towards you? Why is it important to keep your eyes on the rolling ball at all times?</p> <p>L2 Can you throw an object underarm? Can you use an underarm throw to aim an object in a certain direction? Why is It important to look at the target you are throwing at? Why is it important to swing your arm backwards when throwing underarm?</p> <p>L3 How does using your eyes to track an object as it moves through the air help with catching? Why is it sometimes hard to keep your eyes open when catching an object? If you are looking at the thrown object, how do you know where to move your hands, for them to be in the correct position to meet the object? Can you clasp the object with two hands? Moving your feet is important when catching an object. Why might you need to do this?</p> <p>L4 Can you throw an object accurately so that someone else can catch it? How does moving your body help you to catch an object that someone has thrown to you? Can you catch an object and</p>			Aim, ball, beanbag, bounce, catch, coordination, roll, throw, underarm	

		<p>direction</p> <p>Lesson 3- Can I catch? To catch an object by myself To track an object with my eyes. To move my hands into the correct position. To catch an object with two hands.</p> <p>Lesson 4- All together now To throw and catch an object with a partner. To throw an object accurately so that someone else can catch it. To catch an object someone has thrown to me. To catch an object and pass it on quickly.</p> <p>Lesson 5- Bouncing along To bounce a ball on the spot To bounce a ball on the floor and catch it. To bounce a ball at a target and catch it</p> <p>Lesson 6- Throw and catch carousel To throw, catch and bounce an object</p>	<p>pass it on quickly? L5 How do you control how high the ball bounces back up to you? Why do you need to track the ball when you bounce it? How does changing how hard you push the ball affect the bounce? If you change the way you push the ball with your fingers, what happens? L6 What is the technique for throwing an object underarm? Can you use an underarm throw to aim an object in a certain direction? Can you throw an object accurately so that someone else can catch it? How does using your eyes to track an object as it moves through the air help with catching? Moving your feet is important when catching an object. Why might you need to do this? Why do you need to track the ball when you bounce it? How does changing how hard you push the ball affect the bounce?</p>		
		<p>Knowledge: To know how to catch a variety of objects consistently with two hands. To know why throwing and catching is important and how you can use it in simple games and sports</p> <p>Skills: Throwing and catching Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p>Perform/evaluate Watch and describe performances. Begin to say how they could improve</p>			

		<p>To throw an object underarm. To catch an object. To bounce a ball on the spot.</p> <p>Lesson 7/8- Play some throwing games or recap any lessons that your class need work on</p>	<p>Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p>Equipment: Balls (different sizes and styles to experiment with- Tennis balls/soft balls/ larger balls) Beanbags, hoops, cones</p>		
<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	<p>Attacking and defending Reception Play a range of chasing games.</p> <p>Using space Reception Move safely around the space and equipment. Travel in different ways, including sideways and backwards</p> <p>Tactics and rules Reception Follow simple rules</p> <p>Compete/perform Evaluate Reception Control my body when performing</p>	<p>Aut 2- 8 lessons overview: Attacking and defending- <i>see resources for plans</i> Using space- marking players- defending- attacking-dodging</p> <p>Lesson 1- Using space To use space to try to score points in a team game To identify useful spaces to move to in a team game. To move to useful spaces in a team game.</p> <p>Lesson 2- Marking players- defending focus To mark another player To defend a goal safely. To stay close to an attacker. To move the same way as</p>	<p>Questions: L1 Could you identify useful spaces and attempt to move into them during a game? Can children use any attacking and defending skills? What attacking and defending skills are you using? Can you move into different spaces, watching other players? When should you move into open space when attacking? L2 Can you dodge defenders when attacking and try to stop attackers when defending? Can you mark attackers by staying close to them and trying to move in the same way as them? Could you use marking skills to improve your defending? L3&4 Can you identify how to choose the best space to defend? Can you identify how to stop players passing across a space? Can you get into the best space to intercept the ball? L5&6 Can you pass to players in useful spaces? Can you get into useful spaces? Can you make eye contact with other attackers so they know you are ready to receive a pass? Can you follow the rules to play a game? L7</p>		

	<p>a sequence of movements. Participate in simple games</p>	<p>an attacker</p> <p>Lesson 3&4-Defending space- defending focus To defend the space between players. To choose the best space to defend. To stop players from passing an object across a space.</p>	<p>Can you attempt to get past a defender? Can you move side to side to dodge a defender? Can you change direction quickly? Can you look for space to get past a defender L8 Can you sort attacking and defending skills? Can you use attacking skills to score points? Can you use defending skills to stop the other team scoring points? Can you talk about things you want to improve on and things you are good at? Can you aim to improve at a chosen skill?</p>		
		<p>Lesson 5&6- Attacking passing- perfect passing To pass a ball to another player To look for players in useful spaces and pass to them. To get into useful spaces to receive passes. To make eye contact with other players so they know I am ready to pass.</p> <p>Lesson 7- Dodging defenders To get past a defender To move side to side to dodge a defender. To change direction quickly. To look for space to get past a defender</p> <p>Lesson 8- Using your skills To use attacking and defending skills in a team</p>	<p>Knowledge: To have a simple awareness of attacking and defending To understand that in most sports you have attackers (to score points/goals) and defenders to stop the attacking team from winning To know most sports allow for attacking and defending at the same time</p> <p>Skills: Attacking and defending Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Tactics and rules Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Using space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>		

		<p>game To sort attacking and defending skills. To use attacking skills to score points. To use defending skills to stop the other team scoring points. To talk about the things I want to improve on and the things I am good at.</p>	<p>Compete/perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Equipment: Cones Whistle Balls of varying sizes (tennis balls, soft balls, dodgeballs, foam balls) Bibs Beanbags Mats Benches</p>		
<p>- Perform dances using simple movement patterns.</p>	<p>Dance skills Reception Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.</p> <p>Compete/perform Reception</p>	<p>Best of Leicester 6 lessons Overview- Dance- <i>see resources</i></p> <p>Lesson 1- Ice dancing To move in response to a video stimuli To create different shapes with my body. To put actions together to create a motif. To move my body with control. To watch and describe a performance.</p> <p>Lesson 2- April showers</p>	<p>Questions: L1 Does the skater change direction as she is skating? Does the skater always travel on the same level? How does the skater use her arms when she is skating? What different shapes can you make with your body? What does evaluate mean? What does feedback mean? Can you describe your performance to a partner? L2 Can you hear the beat of the music? Why is the beat important when dancing? Which part of your feet will you use for heavy rain? How will you use your feet for light rain? What does 'unison' mean? L3 Do all waves build to the same height? Do all waves travel at the same speed? What happens to</p>	<p>Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, skate Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, skate,</p>	

	<p>Control my body when performing a sequence of movements. Participate in simple games.</p> <p>Evaluate</p> <p>Reception</p> <p>Talk about what they have done. Talk about what others have done</p>	<p>To improvise and create movements with a partner</p> <p>To keep in time with a steady beat</p> <p>To work cooperatively with a partner</p> <p>To perform movements in unison</p> <p>Lesson 3- Beside the seaside part 1</p> <p>To show awareness of others when working in a group.</p> <p>To work cooperatively in a group.</p> <p>To perform movements in canon.</p> <p>To improvise independently.</p> <p>To put movements together to create a motif.</p> <p>Lesson 4- Beside the seaside part 2</p> <p>To understand mirroring and use this with a partner</p> <p>To work cooperatively in a group.</p> <p>To mirror the movements of a partner.</p> <p>To evaluate the work of others and give feedback</p> <p>Lesson 5- Hooray for</p>	<p>a wave after it breaks? What does the word canon mean? Can you remember what improvising is? What actions might you perform when you are going into the sea?</p> <p>L4</p> <p>Can you remember the name of the effect we used to make all of our waves look like the real sea? What happens to your shadow when you move? What are the three parts of our dance? Which part did you enjoy the most? Which part did you find the most difficult? Why? What do you think you did well? Is there anything that you could improve? How well did you work with your partner and with your group?</p> <p>L5</p> <p>What season do you think it is when it is harvest time? What movements can you see the dancers doing in the barn dance? What steps could your group add to their dance? Can you remember the sequence of our dance? Which part of the barn dance did you enjoy the most? Which part of the barn dance did you find the most difficult? Why?</p> <p>L6</p> <p>What sort of dancing did we do in our last lesson? What is this machine called and what does it do? Can you remember what a canon effect is? How could you improve your performance? Can you remember the sequence of our barn dance? Which part of our dance unit have you enjoyed the most? Why?</p> <p>Knowledge:</p> <p>To know that dancers use music for dancing for impact and keeping in beat</p> <p>To know music can change the mood of a dance</p> <p>To know that different body parts can make</p>	<p>canon, perform</p>	

		<p>harvest To keep in time with a steady beat to perform a traditional style of dance. To copy and repeat actions. To move in time with a steady beat. To work cooperatively in a group.</p> <p>Lesson 6- Fields of gold To vary the shape and speed of movements to represent an object To vary the shape and speed of my movements. To perform movements in canon. To work cooperatively in a group.</p>	<p>sounds- light and heavy Skills: Evaluate Watch and describe performances. Begin to say how they could improve General dance Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance</p> <p>Compete/perform Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Equipment: Video resources in resources folder Tambourine, drum, rainshaker, Music- see resources for suggested songs (to be played and used in the background) Children to relate moves and actions to the music- clap to the beat and relate to music lessons.</p>		
Master basic movements including running and jumping	<p>Jumping Reception Jump in a range of ways, landing safely</p> <p>Running Reception Run in different</p>	<p>Spr 2 Weird and wonderful weather- Running and jumping7 lessons <i>see resources for plans</i></p> <p>Lesson 1- Changing gears&changing routes- To move at different</p>	<p>Questions: When could you sprint in a game? How does your body feel at each speed? What parts of your body do you use for jumping? How do you land safely?</p> <p>Knowledge: To know that running and jumping are key skills used in most sports/athletics</p>	Zig-zag Diagonal Jump Height Land Sequence Describe Spring Take-off Pathway,	

	ways for a variety of purposes	<p>speeds</p> <p>To show and explain how to sprint.</p> <p>To show and explain how to jog.</p> <p>To describe how my body feels whilst moving at different speeds.</p> <p>To move along different pathways.</p> <p>To walk and run in different ways.</p> <p>To change direction whilst walking and running.</p> <p>To change the speed at which I move.</p> <p>To find and move into space.</p> <p>Lesson 2- Jumping for height/distance- Frogs see resources</p> <p>To jump for distance</p> <p>To use the correct technique for take-off.</p> <p>To use my arms for distance and balance</p> <p>To cover the longest distance possible when I jump.</p> <p>to land safely.</p> <p>Lesson 3-Kangaroos- see resources</p> <p>To jump for height</p> <p>To use the correct technique to take off.</p>	<p>To know that combining these movements can lead to good performances and outcomes in P.E./sport</p> <p>Skills:</p> <p>Jumping</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p>Running</p> <p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Equipment:</p> <p>Hoops</p> <p>Hurdles</p> <p>Markers</p>	direction, straight, curved, zigzag, diagonal, run, jog, walk, sprint.	
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		<p>To jump as high as possible. To land safely.</p> <p>Lesson 4- Island jumping (jumping in different ways) See resources To jump in different ways To take off from one or two feet when jumping. to land on one or two feet when jumping. To land safely</p> <p>Lesson 5- Shadow jumping (perform a jumping sequence) See resources To perform a jumping sequence. To jump in different ways. to sequence my jumps. To land safely. To show other people my sequence</p> <p>Lesson 6- recap of any objectives children need to go over</p> <p>Lesson 7- Running and jumping circuit- see resources</p>			
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<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	<p>Travelling with a ball Reception Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball</p> <p>Attacking and defending Reception Play a range of chasing games</p> <p>Using space Reception Move safely around the space and equipment. Travel in different ways, including sideways and backwards</p> <p>Passing a ball Reception Kick an object at a target</p>	<p>Summer 1 Marvellous makers 4 lessons Overview: Invasion games See resources</p> <p>Lesson 1- Fairground Fun (moving in different directions in a game scenario) To travel in different ways with control To travel backwards, keeping my balance. To travel sideways using a sidestep. to change direction while travelling.</p> <p>Lesson 2- Roll a ball To travel with a ball in different ways To use my feet to travel with a ball. To bounce a ball while travelling.</p> <p>Lesson 3- Monorail (to travel with a ball in a variety of directions) To travel with a ball in different directions To keep control of a ball as I follow a path. To turn corners while travelling with a ball.</p>	<p>Questions: How can you keep balance? How can you use your body to side-step? How can you move a ball in a certain direction? How can you keep control of a ball? How do you know if a pass is accurate?</p> <p>Knowledge: To apply skills of marking, attacking and defending learnt in Autumn 2 To know when to pass the ball and when to travel with it using awareness of space To know how using the skills of travelling and passing can help them to achieve a goal or a point and can invade the other team's defended area.</p> <p>Skills: Travelling with a ball To be able to travel with a ball using different body parts</p> <p>Attacking and defending Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender</p> <p>Using space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Passing a ball To use hands and feet to pass the ball to a team-mate</p>	<p>Travel, forwards, backwards, sideways, sidestep, direction, path, control, score, pass,</p>	
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		<p>Lesson 4- Pinball (or one of the below lessons) To travel with a ball in different direction To travel with a ball in different ways. To use my hands and feet to change direction when travelling with a ball.</p> <p>Lesson 5- Coconut shy To pass the ball to another player. To use my hands to pass the ball to a target. To use my feet to pass the ball to a target. To make sure the ball travels to the target.</p> <p>Lesson 6- All the fun of the fair! (carousel) To use all the travelling and passing skills I have learnt in a game. To travel with a ball in different ways. To pass the ball to another player. To travel with and pass the ball to try to score points in a game</p>	<p>Equipment: Cones Hoops Footballs Basketballs Chalk Skipping ropes</p>		
<ul style="list-style-type: none"> • master basic movements including 	All Sports day activities relate	Summer 2 World explorers	<p>Questions: L1 Where should you look while sprinting? Why?</p>	Sprint, race, straight	

<p>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>to learning from this half term (throwing, running, jumping, passing the ball, dodging)</p> <p>Running Reception Run in different ways for a variety of purposes.</p> <p>Jumping Jump in a range of ways, landing safely</p> <p>Throwing Roll equipment in different ways. Throw underarm. Throw an object at a target</p> <p>Compete/perform Control their body when performing a sequence of movements. Participate in simple games</p>	<p>Overview 5 lessons - Sports Day practise linked to agility and co-ordination (can be done in any order)</p> <p><i>See resources for all plans for all the below events</i></p> <p>Lesson 1- Sprinting race To use appropriate skills and technique to sprint in a race To sprint in a straight line while looking forwards. To move my arms and legs correctly to help me sprint. To change direction when sprinting</p> <p>Lesson 2- Egg and spoon race To balance an egg on a spoon while racing against others To balance an egg on a spoon. To show good body control while moving. To show good coordination when travelling with equipment</p> <p>Lesson 3- Target throwing</p>	<p>How can you use your legs to help you sprint? How can you use your arms to help you sprint? How can you quickly change direction when sprinting? L2 How should you adjust your body position when balancing different types of equipment? What do you need to do to be good at balancing equipment? Where should you hold your arm when balancing an egg on a spoon? How can you make sure you do not tip the egg off the spoon? Where should you look when moving and balancing the egg on the spoon at the same time? How can you make sure the egg does not fall when you start to travel? What do you need to do to be able to balance the egg and move quickly at the same time? L3 How should you position your body for an underarm throw? How can you make sure you reach the target when throwing underarm? How should you use your arm when throwing underarm? How should you position your body for an overarm throw? How can you make sure you reach the target when throwing overarm? How should you use your arm when throwing overarm? Where should you look when throwing the beanbag? Why should you step into the throw? How can you increase the distance of your overarm throw? How can you improve the accuracy of your underarm throw? L4 Which part of your foot should push the ball? Where should you look when moving with the ball? How can you stop the ball from moving? How can you change the direction the ball is moving in? Why is it important to keep the ball</p>	<p>line, forwards, direction Race, balance, control, travel Throw, overarm, underarm, push, power, distance, target, hurdles, jump, run,</p>	
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		<p>To throw overarm and underarm to reach a target. To throw overarm using more power. to throw underarm with some accuracy. To throw towards a target.</p> <p>Lesson 4- Football race To travel in different directions while pushing a football with the feet To move a football with my feet. To stop a football with my feet. To change direction while travelling with a football</p> <p>Lesson 5- Obstacle race To travel using a range of movements across obstacles in a race. To hurdle over obstacles while running. To jump or hop across an agility ladder. To move equipment between two hoops</p>	<p>close to your feet all the time? Which part of the foot should you kick the ball with when passing? How can you make sure your pass is accurate?</p> <p>L5 How should you move your arms when running? Where should you look as you are running? How can you make sure your feet don't hit the obstacle as you hurdle over? How should you move your arms to help you travel quickly across the ladder? Why should you bend your leg/s as you jump or hop? How can you change direction quickly when running between hoops? Where should you look when you are taking part in the obstacle race? Why is it important to move quickly between the different stations?</p>		
			<p>Knowledge: Relate to running from Spring 2 in terms of technique needed</p> <p>How to stay in control of body movements and speed for balancing equipment</p> <p>Skills: Running Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Jumping Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high</p>		

			<p>as possible. Jump as far as possible. Land safely and with control.</p> <p>Throwing Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p>Compete/perform Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p>Equipment: Cones Whistle Hoops Beanbags Spoons Rubber eggs Hurdles Footballs Markers</p>		
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Year 2	Basic movements- throwing and catching	Team games, tactics Invasion games	Dance /lead active and healthy lives	Master basic movements including running, jumping, throwing and catching	Gymnastics: developing balance, agility and co-ordination	Agility and co-ordination- Sports Day focus	Vocabulary
NC Objective	Previous knowledge	Topic Covered	Questions and skills	Date Covered			
Master basic movements including running, jumping, throwing and catching	<p>Throwing and catching Reception Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p>Y1 Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching</p> <p>Compete perform evaluate Reception Control my body when performing a sequence of</p>	<p>Captivating Capitals</p> <p>Aut 1 8 lessons overview: Rolling-underarm throw- overarm throw- catching - bouncing- all skills carousel (build on from Y1 lessons, targets are smaller, more dynamic games and using skills in games, being more accurate and precise, choosing the correct technique and when to use it)</p> <p>Lesson 1- See lesson 1- 'rolling and stopping' resources in folder To practise the skills of rolling and stopping a ball.</p>	<p>Questions:</p> <p>L1 How can you change how fast the ball rolls? What do you need to do to make it go faster or slower? What can you do to help make the ball roll along the line? What can affect the ball and stop it from going in a straight line? How can you increase your chances of stopping a rolling ball? What do you need to do to roll a ball accurately? How do you change the speed of a rolling ball? How do you stop a rolling ball? Why is it important to keep your eye on a rolling ball?</p> <p>L2 What are the different ways you can throw an object? How hard do you need to throw in order to reach a target? Can you explain the key points for throwing underarm to your partner? Why is it important to look at the target you are throwing towards? What can you do to make the object reach the target faster?</p> <p>L3 How many different sports do you know that involve overarm throwing? When do you</p>		ball, beanbag, bounce, control, throwing, catching, cool down, direction, line, overarm throw, roll, receive, target, track, stopping Accuracy, grip, target throw, underarm throw		

	<p>movements. Participate in simple games.</p> <p>Talk about what they have done. Talk about what others have done. Watch and describe performances.</p> <p>Y1 Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p>Watch and describe performances. Begin to say how they could improve</p>	<p>To roll a ball along a line. To roll a ball towards a target. To stop a rolling ball with my hands. to react quickly</p> <p>Lesson 2- See 'throwing underarm' resources To learn how to throw underarm To throw different objects underarm. To aim for a target.</p> <p>Lesson 3- 'Throwing overarm' – see resources To learn how to throw overarm To throw different objects overarm. To throw for distance</p> <p>Lesson 4- 'Catch it!' To practise the skill of catching. To catch an object that I have thrown. To throw and catch with a partner. To catch an object in different ways.</p> <p>Lesson 5- 'Bounce See resources To practise the skill of bouncing a ball and catching a bounced ball</p>	<p>think the overarm throw is a useful skill to use? Can you explain the key points for throwing overarm to your partner? Why is it important to look at the target you are throwing towards? How can you improve your overarm throwing accuracy and distance? What do you need to do so that your throw is more accurate and can travel further?</p> <p>L4 How are these two types of throw different? When might you use an underarm throw? What about an overarm throw? What do you have to change when you catch different objects? How is catching a quoit different to catching a ball? What about different-sized balls? How can you increase your chances of catching a thrown object?</p> <p>L5 What does the skill of bouncing involve? Can you think of any sports that involve using the skill of bouncing a ball? How can you control how high a ball bounces? Can you explain the key points for bouncing a ball to your partner? Why is it important to keep your eye on the bounced ball at all times? How can you change the height of a bounce pass?</p> <p>L6 What skills have we learnt? What does technique mean? What does evaluate mean? Can you remember the skill and technique needed to throw an object for distance? How can you improve your underarm throwing accuracy? What do you need to do so that your throw is more accurate? What do you have to change when you catch different objects? How is catching a quoit different to catching a ball?</p>		
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		<p>To bounce a ball on a spot. To bounce and catch a ball. To bounce a ball to a partner. To change the height of a bounce pass</p> <p>Lesson 6- 'Test your skills' See resources To use and practise throwing and catching skills To roll and stop a ball. To throw and catch. To bounce a ball. To use my skills in a game. To evaluate my performance.</p> <p>Lesson 7- recap any lessons that your class need</p> <p>Lesson 8- Throwing and catching games using the above skills See resources</p>	<p>Knowledge: To know some sports that require overhead throwing such as cricket</p> <p>To understand throwing a ball to a teammate is quicker than running with it yourself</p> <p>To understand underarm helps with accuracy/ overarm helps with power</p> <p>Skills: Throwing and catching Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p>Compete/perform Evaluate Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p>Equipment: Cones Tennis balls Larger balls (SEN)</p>		
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			<p>Lines needed- (tape/chalk?)</p> <p>Hoops</p> <p>Different sized balls</p> <p>Beanbags</p> <p>Rubber rings</p> <p>Basketballs</p> <p>Walled area/ benches</p>		
<p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Passing a ball Reception Kick an object at a target. Y1 Pass the ball to another player in a game. Use kicking skills in a game</p> <p>Using space Reception Move safely around the space and equipment. Y1 Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Attacking/defending Reception Play a range of chasing games. Y1</p>	<p>Terrible Tudors Aut 2- 7/8lessons overview: Invasion games</p> <p>Lesson 1- See lesson 1 resources- 'Groovy Moving' resources in folder To move with the ball in a game To kick a ball whilst moving. To dodge a moving object. To look up whilst moving with the ball to dodge a moving object</p> <p>Lesson 2- See lesson2 resources in folder- 'Race into Space' (edited to Yorkshire/Lancashire battle of roses) To use space when passing and receiving in a game To find and move into</p>	<p>Questions: Why is the skill of dodging important in P.E/sport?</p> <p>Which part of the foot do we use to control the ball? Why? What does possession mean? What do attackers/defenders try to do with space in invasion games? What pass should you use for long/short distances? How do you mark players? What throw is best for power/ accuracy?</p> <p>Knowledge: To understand the basic principles of attack v defence</p> <p>To understand how space can help an attacker</p> <p>To know that to stop the other team scoring you have to mark players and defend your territory</p> <p>Skills: Passing a ball Know how to pass the ball in different ways</p> <p>Using space</p>		

	<p>Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Tactics/rules</p> <p>Reception</p> <p>Follow simple rules.</p> <p>Y1</p> <p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space</p> <p>Compete/perform</p> <p>Reception</p> <p>Control my body when performing a sequence of movements. Participate in simple games.</p> <p>Y1</p> <p>Perform using a range of actions and body parts with some coordination.</p>	<p>space to receive a pass. To pass and receive the ball in a game (kicking a football).</p> <p>To pass to a player who is in space</p> <p>Space Invaders: (edited to fit TerribleTudors)</p> <ul style="list-style-type: none"> • Divide the class into two teams – Lancashire and Yorkshire. • Armies travel across the “battlefield” without being tagged by an opponent. • Lancashire tag Yorkshire, keeping one foot on their spot at all times during the game. • If a child is tagged, they stand still and put their hands on their head, waiting for a fellow soldier to rescue them by tapping them on the shoulder <p>Lesson 3- ‘Flashy Passing’- See resources</p> <p>To use throwing and catching to pass and receive the ball in a game</p> <p>To know how to catch a ball.</p> <p>To use an overhead pass.</p> <p>To use an underarm throw.</p>	<p>Y2</p> <p>Travel in different ways, including sideways and backwards</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running.</p> <p>Attacking/defending</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Tactics/rules</p> <p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Compete/perform</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others</p> <p>Equipment:</p> <p>Bands or bib</p> <p>Footballs</p> <p>Cones</p> <p>Balls</p> <p>Ropes</p> <p>Hoops</p> <p>Soft balls</p> <p>Bibs</p> <p>Tennis balls</p>		
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	<p>Begin to perform learnt skills with some control. Engage in competitive activities and team games</p>	<p>To choose the best pass to use in a game</p> <p>Lesson 4- You can't catch me! (dodging and marking)</p> <p>To know how to make or deny space when attacking and defending in a game.</p> <p>To understand the job of the attacker and the attacking team.</p> <p>To understand the job of the defender and the defending team.</p> <p>To create space by dodging and swerving.</p> <p>To deny space by marking an opponent</p> <p>Lesson 5- 'Stop the shot'</p> <p>To use attacking and defending skills in a game.</p> <p>I can shoot at a target when attacking. I can intercept or stop a ball to protect a target when defending. I understand how to attack and defend in a competitive game</p> <p>Lesson 6- 'Game Time'</p> <p>To apply specific skills to an invasion game. To follow rules to play a game</p>	<p>Cricket stumps Rugby ball</p>		<p>Invasion game, invasion, teamwork, attacking, defending, dribbling, dodging, throw, throwing, catch, catching, pass, passing,</p>
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		<p>To use attacking and defending skills in a game. To understand the importance of rules in games. To work as part of a team Lesson 7/8- interschool competition</p> <p>Using football/defending and attacking skills from this half term, have a football match or tournament between classes or within the year group. This is to promote interschool, healthy competition. Allow children to make a team name and encourage incorporating the key points of attacking and defending as learned this half term. This will also get the children ready for Y3 where there will be inter-school competitions at the end of each sport unit of work</p>			<p>underarm throw, overhead pass, overarm throw, intercept, defender, defend, release, follow through, target</p>
<p>To develop balance and co-ordination. To perform dances using simple movement patterns with a partner in the context of plants and growing</p>	<p>General dance Reception Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a</p>	<p>Spring 1 6 lessons Dance: plants To develop balance and co-ordination- To perform dances using simple movement patterns with a partner in</p>	<p>Questions: L1 Do your movements show that you are turning the soil over to let more air in? What does unison mean? Can you think of any other reasons why you might need to take a break? Can you change the expression on your face to match your action? What is a canon effect? Can you use some long and</p>	<p>Grow Balance Control Perform Evaluate Movement</p>	

	<p>short movement phrase which demonstrates their own ideas</p> <p>Y1 Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p>Compete/perform Reception Control my body when performing a sequence of movements.</p> <p>Y1 Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control</p>	<p>the context of plants and growing.</p> <ul style="list-style-type: none"> • To create and perform a dance motif inspired by a stimulus. <p>To use different movements and body shapes to represent a plant growing.</p> <p>To perform dances using simple movements patterns as part of a group.</p> <ul style="list-style-type: none"> • To create movements to represent different types of seeds <p>To work with a partner to create a dance based on plants.</p> <p>To create movements to represent the different parts of a story.</p> <p>To work with a partner to create movements to represent the parts of a story</p> <p>Lesson 1- See resources 'Dig the garden'</p> <p>To create and perform a dance motif inspired by a stimulus</p> <p>To create movements inspired by preparing a garden for planting</p> <p>To work cooperatively with a partner.</p>	<p>some short raking movements? Can you remember what the word unison means? Can you remember what a canon effect is? How did you know when to start your raking movements?</p> <p>L2 Can you name some of the different parts of a plant? Which part of the plant do you think will start to grow first? Why? Did the roots grow in straight lines? Can you move your body like the roots of a plant growing? Are you twisting, rippling and bending? Are you using different parts of your body? Can you see twisting, rippling and bending movements like the roots of a plant? Can you see the stem growing? Has the person used their body to show the shape of the leaves? What is your partner doing well? What could they improve? Has your dance improved since watching your partner's performance? Did you use your partner's feedback to improve your performance?</p> <p>L3 Have you ever seen seeds like these? What words could you use to describe the movement of the seed? What do the seeds remind you of? Can you remember what happens to the dandelion seeds when the wind blows? How will your group link themselves together? Will you travel quickly or slowly? Can you remember how this type of seed travels to the ground? What will you do with your arms as you spin? Will you all travel at the same speed? Will you all travel in the same direction and at the same level? How will you move your arms as you travel? What is good teamwork? Did your group use good teamwork today? How did you help your team to do their best?</p>		
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		<p>To perform movements in canon and unison. To remember and repeat actions when creating a motif.</p> <p>Lesson 2- Get growing – refer to resources for plan</p> <p>To develop balance and co-ordination. To perform dances using simple movements patterns to represent the growth of a plant. To use different movements and body shapes to represent a plant growing.</p> <p>To watch and describe the work of others and use this to improve my performance. To move my body in different ways to show the growth of a plant. To create different shapes with my body to show the parts of a plant.</p> <p>Lesson 3- Seeds- refer to resources for plan</p> <p>To develop balance and co-ordination. To perform dances using simple movements</p>	<p>L4 Can you remember what we have done so far in this dance unit? What do you think that these important words mean? Can you and your partner add some different freeze-frame positions to show that you are taking a break from your work? Can you show how you plant seeds in a garden? Can you think of some movements that show watering? Will you both be plants growing? Will one or both of you show the movements of the sun and the rain? Will you be sycamore seeds spinning to the ground? Will you be dandelion seeds blowing to a new space? Will you be a geranium seed exploding from the plant to a new space? Will you and your partner be moving in unison, canon or performing different movements? Can you perform some movements in time with the music? Can you move slowly when the music is slow? Can you increase the speed of your movements as the music speeds up?</p> <p>L5 Is Jack’s mother happy when he brings home the beans? What does Jack’s mother do with the beans? How do you think Daisy the cow would move? Can you use your face and body to show how Jack is feeling? Can you think of some movements to show that you are climbing? What does determined mean? How could you show that Jack was getting tired but he was determined to carry on? How would your body move if the ground was shaking? Would your movements be fast or slow? Would your movements be big or small? How would you feel? Can you show this with your face? What was the best part of your performance? What could you improve?</p>		<p>Unison, canon, long, short, expression, partner, freeze-frame, equipment, determination. valuate, stem, roots, flower, leaves, twisting, rippling, bending, improve</p> <p>Teamwork, respect, unison, canon, timing, movements, levels, speed,</p>

	<p>patterns as part of a group. To create movements to represent different types of seeds.</p> <p>To work cooperatively in a group. To create suitable movements to represent different types of seeds. To vary the speed and level of my actions. To move my body with control.</p>	<p>L6 Can you remember what we did in our last lesson? How would the giant move? How would Jack move? Can you think of some movements for each part of the story? Can you think of movements which are well suited to being performed in canon? Can you use some movements to show the giant getting sleepy? Can you use some movements to show how frightened Jack was as he was climbing down the beanstalk? Can you use some movements to show Jack's mother frantically chopping down the beanstalk? Which part of your dance are you the most proud of? Why</p>	<p>perform, practise, combine.</p> <p>Determined, fast, slow, movements, evaluate, discuss, performance, improve.</p>
	<p>Lesson 4- 'Our own dance'- See resources for plan/resources To develop balance and co-ordination. To perform dances using simple movements patterns created with a partner in the context of plants growing in the garden. To work with a partner to create a dance based on plants.</p> <p>To work cooperatively with a partner. To combine different movements. To perform in time to music To create different shapes with my body and</p>	<p>Knowledge: Understand how movement patterns have an effect How to work with a group/partner effectively How do plants grow? (science link)</p> <p>Skills: Dance skills Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> <p>Perform evaluate Perform sequences of their own composition</p>	

		<p>control my movement</p> <p>Lesson 5- ‘The beanstalk’- see resources for plan/resources</p> <p>To develop balance and co-ordination. To perform dances using simple movements patterns to represent the parts of a traditional story. To create movements to represent the different parts of a story.</p> <p>To create suitable movements to match the different parts of a story. To talk about my own performance and describe how I could improve it To change the size, speed and level of my movements.</p> <p>Lesson 6- ‘At the top of the beanstalk’- See resources for plan/resources</p> <p>To develop balance and co-ordination. To perform dances using simple movements</p>	<p>with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p>Equipment: Hoops Tambourine Music (see resources) Videos (see resources)</p>		

		<p>patterns to represent the parts of a traditional story. To work with a partner to create movements to represent the parts of a story.</p> <p>To create suitable movements to match different parts of a story. To perform movements in canon and unison. To work cooperatively with a partner to create a dance for a performance. To talk about my own performance</p>			
<p>Master basic movements including running, jumping, throwing and catching</p>	<p>Using space Reception Move safely around the space and equipment. Y1 Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Running</p> <p>Reception Run in different ways for a variety of purposes Y1</p>	<p>Spring 2 Magnificent materials- circuit training involving basic movement skills- 7 lessons</p> <p>Lesson 1- changing direction – see resources for plan</p> <p>To develop balance and co-ordination by controlling changes of direction. To master basic movements and apply these in a range of activities. To change the direction</p>	<p>Questions: L1 What is a circuit? Why is it important to warm up before we exercise? Can you pivot using your other foot? What is a leap? Which activity did you like the best? Which activity were you good at? How do you think you could improve your performance at these activities next time? L2 Are you breathing quickly or slowly? Do you feel hot, cold or just right? Can you feel your heart beating? Is it beating quickly or slowly? What different types of jumps could you use? Can you remember the activities from our last lesson? Can you remember the important job that our heart does? L3/4 What does the word ‘compare’ mean? What do you need to remember to help you control your throw? Can you learn anything</p>	<p>Travel, circuit, leap, pivot, direction, control, training, score Control, accuracy, compare, watch, describe, grip, roll, throw, target</p> <p>Step-up, star jump, quoit, balance, combine, skills.</p>	

	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p> <p>Jumping Reception Jump in a range of ways, landing safely</p> <p>Y1 Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop</p>	<p>of movements with control</p> <p>To use different ways of travelling. To perform a leap correctly. To use a pivot movement to change direction.</p> <p><u>Lesson 2- 'Jumping'- see resources for plan</u> To develop balance and co-ordination in the context of jumping. To master basic movements and apply these in a range of activities. To use and combine different types of jumps.</p> <p>To perform different types of jumps with control To describe how my body feels during exercise. To combine different types of jumps. To know that I am using my leg muscles when I am jumping.</p> <p><u>Lesson 3- 'Keeping control'- see resources for plans</u> To develop balance and co-ordination. To master basic movements</p>	<p>from the other people in your group and use this when it is your turn? What does 'grip' mean? Does your partner have more control of the ball than you? What is the best way to grip the ball to keep it under control? Who did you watch in the lesson today? What did you learn from watching them?</p> <p>Knowledge: Understanding of the heart when exercising How to combine movements now they have been learnt mainly in isolation Know how to describe and compare performances</p> <p>Skills: Using space Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game</p> <p>Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p>Jumping Perform and compare different types of jumps: for example, two feet to two feet,</p>		
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	<p>the control of their jumps</p>	<p>showing control and accuracy and apply these in a range of activities. To perform movements with control and accuracy</p> <p>To throw accurately to a target. To use my hands to control a ball. To describe my own performance and compare it with someone else's</p> <p><u>Lesson 4- 'Combining movements'-see resources for plans</u></p> <p>To develop balance and co-ordination. To master basic movements and apply these in a range of activities showing control and accuracy To combine more than one skill to complete an activity.</p> <p>To travel with an object balanced on my head. To combine more than one skill or movement To understand which skills I need for particular activities</p> <p>Lesson 5- The complete</p>	<p>two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Equipment:</p> <p>Cones Mats Hoops Timers Skipping ropes quoits</p>		
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		<p>circuit To use the skills that I have learnt independently. To describe how I feel after exercise. To evaluate my own performance.</p> <p>Lesson 6- Improve your score To compare my own performance to the performance of someone else. To use the skills that I have learnt independently. To improve my previous performance.</p> <p>Lesson 7- Choose one of the above lessons that your class needs to consolidate the objectives and skills</p>			
<p>Gymnastics: developing balance, agility and co-ordination</p>	<p>This lesson has cross-curricular links links to the Key Stage 1 Geography Objective 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p>	<p>Summer 1 4 lessons-gymnastics</p> <p>Lesson 1- 'Farmer's fields'- see resources for lesson plans</p> <p>To successfully complete three types of roll. To roll from one roll into another. To make a shape and hold it to give my</p>	<p>Questions: Can you jump up into a straight shape like a skyscraper? Can you balance in a particular shape? Can you hold a balance in a long thin shape with a partner? Can you describe the difference between your movement sequence and another pair's? Can you walk with long stretched movements? k Can you move around in a stretched shape stop and take the weight off your feet with</p>	<p>Egg roll, log roll, teddy bear roll, finish, sequence</p> <p>Straight jump, springboard, hurdle step Crab walk, bridge, body tension.</p>	

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop'</p> <p>Acquiring and Developing Skills in Gymnastics (General)</p> <p>Reception Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment</p> <p>Y1 Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.</p>	<p>movements a clear finish</p> <p>Lesson 2- 'bales of hay' see resources for lesson plans To roll with control and coordination</p> <p>To rock forwards and backwards with strong body tension. To forward roll from a crouch position. To stand to finish a roll</p> <p>Lesson 3- 'skyscrapers' see resources for lesson plans To make long thin shapes with your body</p> <p>To straight jump. To hurdle step onto</p>	<p>your hands? Can you hold your weight across different points of contact?</p>	<p>T Lever, scissor kick, handstand, lunge, bunny hop, cartwheel, vertebrae, compact, momentum, points of contact, unbalanced, body tension, levels, support</p> <p>valuate, perform, improve, finalists, control, coordination, flow.</p>	
			<p>Knowledge: Have an awareness of geography vocabulary Understand that gymnastics is an Olympic event and it takes a lot of flexibility, patience and safety</p> <p>To know simple movements from previous skills and that you can link moves together</p> <p>Skills: General gymnastics Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p>Rolls Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll</p> <p>Jumps Y2 Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p>		

	<p>Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p>Rolls Reception Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Y1 Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p>Jumps Reception Straight jump Tuck jump Jumping jack Half turn jump Y1</p>	<p>a springboard. To balance in a long thin shape. To balance with a partner to make a long thin shape.</p> <p>Lesson 4- 'bridges'- see resources for plans (or one of the below lesson options)</p> <p>To take your weight on your hands and feet</p> <p>To make a forwards bridge shape To make a backwards bridge shape To balance in your bridge shape To move in your bridge shape To travel along equipment with your hands and feet at different levels</p> <p>Lesson 5- 'Building on up'- see resources for plans</p> <p>To take your weight on your hands To share your weight across different points of contact To complete a movement</p>	<p>Vault Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</p> <p>Handstand cartwheels Front support wheelbarrow with partner T-lever Scissor kick</p> <p>Travelling/linking Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p>Compete perform evaluate Perform sequences of their own composition with coordination. Perform learnt skills with increasing control Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p> <p>Shapes/balances Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Equipment Mats Beanbags Ipads/tablets</p>		
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	<p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p> <p>Vault Y1 Straight jump off springboard</p> <p>Handstands cartwheels</p> <p>Reception Bunny hop Y1 Front support wheelbarrow with partner</p> <p>Travelling/linking Reception Tiptoe, step, jump and hop Y1 Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p> <p>Shapes/balances Reception Standing balances Y1 Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p>that takes the weight off both feet To support another in attempting a handstand</p> <p>Lesson 6- 'Best building' see resources for plans</p> <p>To create a sequence of movements</p> <p>To compose your own movement sequence To perform your movement sequence to the class To evaluate your own performance? (use ipads for evaluation- recording each other and feeding back) To evaluate the performance of others</p> <p>Lesson 7-Let's improve Use this lesson to recap any rolls/skills/ balances that the children were not as confident in. Refer to resources to set-up for that skill. Act on feedback from ipad lesson.</p>			
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	<p>Compete/perform/evaluate Reception Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done</p> <p>Y1 Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.</p>				
<p>Master basic movements including agility and co-ordination Sports day focus</p>	<p>Running Reception Run in different ways for a variety of purposes</p> <p>Y1 Vary their pace and speed when running. Run with a basic technique over different distances.</p>	<p>Sum 2 5 lessons - <i>Sports Day practise linked to agility and co-ordination (can be done in any order) See resources for plans. Most activities the same as Y1 but with different distances and speeds expected.</i></p> <p>Lesson 1- sprinting</p>	<p>Questions: Where do you need to look when sprinting? What would be a good starting position? How do our arms help us run faster? How can we keep balance of an object but still move at speed? What throwing technique would be best to use for accuracy? How can you ensure you jump before you reach the next hurdle?</p>		<p>Accuracy Hurdles Beanbags Target Points Competition Racing Co-ordination Balance Sprint Quick Agility</p>

	<p>Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p>Jumping Reception Jump in a range of ways, landing safely</p> <p>Y1 Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p>Throwing</p>	<p>race (40M) To use appropriate skills and technique to sprint in a race</p> <p>Lesson 2- Egg and spoon race (15M relay) To show good body control while moving To show good coordination when travelling with equipment</p> <p>Lesson 3- Target throwing – bean bang toss To throw overarm and underarm to reach a target sometimes using more power and increasing in accuracy</p> <ul style="list-style-type: none"> • 1 point is scored if a beanbag lands in the 3m hoop. • 2 points are scored if a beanbag lands in the 5m hoop. • 3 points are scored if a beanbag lands in the 7m hoop. • 5 points are scored if a beanbag lands in the 9m hoop <p>Lesson 4- Football race To travel in different directions while pushing</p>	<p>Knowledge:</p> <p>Apply knowledge of mastering basic movement skills and agility balance and co-ordination from PE lessons in Y1 and 2.</p> <p>Know what techniques to use and when depending on what is required (E.g. Underarm throw for accuracy)</p> <p>To know that these events are similar to ones in the Olympics and that it is about improving on their previous scores or efforts</p> <p>Skills:</p> <p>Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p>Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a</p>		<p>Jumping Combine</p>
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	<p>Reception</p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target</p> <p>Y1</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p>Compete/perform Evaluate Reception</p> <p>Control their body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p>Y1</p> <p>Begin to perform learnt skills with some control. Engage in competitive</p>	<p>a football with the feet at increasing speeds and intensities</p> <p>Lesson 5- Obstacle race</p> <p>To travel using a range of movements across obstacles in a race To hurdle over obstacles while running at increasing speed To jump or hop across an agility ladder at increasing speed</p> <p>Place hurdles 1M apart rather than 2M in Y1</p>	<p>standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Throwing</p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Compete/perform Evaluate Y2</p> <p>Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p> <p>Equipment:</p> <p>Footballs Egg spoon Cones Beanbags Hoops Hurdles Ladders</p>		
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	activities Watch and describe performances. Begin to say how they could improve .				
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