



**PE 2022/2023**

**Curriculum Intent Statement**

Taken from the Aims of the National Curriculum:

**KS1:** Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

**KS2:** Use running, jumping, throwing and catching in isolation and in combination and play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Also take part in outdoor and adventurous activity challenges both individually and within a team.

**ELGs related to Subject and Topics**

Make the links from EYFS into KS1 and KS2

**Nursery:** Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

**EYFS:** Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing. Move energetically, such as, running, hopping, skipping, jumping, dancing and climbing.

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	<b><u>REAL PE</u></b>	What children will learn:	What children will be able to do:	<u>COG:</u> Personal	What children will learn:	What children will be able to do:
		<u>FUNDAMENTAL SKILLS:</u> Balance: one leg balance.	<u>COG: Personal</u> I can work on simple tasks by myself.	<u>COG: Personal</u> <b><u>Exceeding:</u></b> I try several times if at first I don't succeed	<u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: one leg balance.</u></b>	<u>COG:</u> Personal I try several times if at first I don't succeed	<u>COG: Personal</u> <b><u>Exceeding:</u></b> I have begun to challenge myself.

	<p>Co-ordination: Footwork.</p>	<p>I can follow instructions and practise safely.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: one leg balance.</u></b> Yellow Video - Stand still for 10 seconds on both legs. Green Video - Stand still for 30 seconds on both legs.</p> <p><b><u>Co-ordination: Footwork.</u></b> Yellow Video - Side-step in both directions, Gallop, leading with either foot. Hop on either foot. Skip.</p> <p>Green Video - Combine side-steps with 180° front pivots off either foot. Combine side-steps with 180° reverse pivots off either foot.</p>	<p>and I ask for help when appropriate.</p> <p><b><u>Expected:</u></b> I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p><b><u>Emerging:</u></b> I enjoy working on simple tasks with help.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: one leg balance.</u></b> Balance with minimum wobble. Balance with the standing foot still. Non-standing foot off the floor.</p> <p><u>Procedural</u> Keep head up and still. Keep tummy tight. Keep back straight.</p> <p><b><u>Co-ordination: Footwork.</u></b> Have good control.</p>	<p><b><u>Co-ordination: Footwork:</u></b></p>	<p>and ask for help when appropriate.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: one leg balance:</u></b> Green Video - Stand still for 30 seconds on both legs.</p> <p>Complete 5 squats using both legs without wobble.</p> <p><b><u>Co-ordination: Footwork:</u></b> Green Video - Combine side-steps with 180° front pivots off either foot. Combine side-steps with 180° reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left)</p>	<p>I know where I am with my learning.</p> <p><b><u>Expected:</u></b> I try several times if at first I don't succeed and ask for help when appropriate.</p> <p><b><u>Emerging:</u></b> I can follow instructions, practice safely and work on simple tasks by myself.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: one leg balance:</u></b> Balance with minimum wobble and control. Stand still whilst keeping the standing foot still. To take the non-standing foot off the floor.</p> <p><u>Procedural</u> Keep head up and still. Keep tummy (core muscles) tight and back straight. Use arms to help you balance</p>
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				<p>Have good balance. Have smooth movements.</p> <p><u>Procedural</u> Keep head up. Bend knees to help you balance. Work off balls of feet.</p>			<p><b><u>Co-ordination:</u></b> <b><u>Footwork:</u></b></p> <p>Balance and control throughout. To be fluent, smooth movements. Movements performed in both directions/on both sides.</p> <p><u>Procedural</u> Keep head up and back straight. Work off balls of feet looking straight ahead.</p> <p>Bend knees to push off and land.</p>
HT2	<p><b><u>REAL DANCE</u></b> <u>COG:</u> Social</p> <p><u>FUNDAMENTAL SKILLS:</u> Balance: Shapes (one leg, seated, floorwork).</p> <p>Co-ordination: Circles (Jumping and landing, footwork).</p>	<p>What children will learn:</p> <p><u>COG:</u> Social</p> <p>I can work with others.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: Shapes (one leg, seated, floorwork):</u></b></p>	<p>What children will be able to do:</p> <p><u>COG:</u> Social</p> <p><u>Exceeding</u> I can help, praise and encourage others in their learning. <u>Expected</u> I can work sensibly with others, taking turns and sharing. <u>Emerging</u></p>	<p><b><u>REAL DANCE</u></b> <u>COG:</u> Social</p> <p><u>FUNDAMENTAL SKILLS:</u> Balance: Shapes (one leg, seated, floorwork).</p> <p>Co-ordination: Circles (Jumping and landing, footwork).</p>	<p>What children will learn:</p> <p><u>COG:</u> Social</p> <p>I can work with others and help them.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Balance: Shapes (one leg, seated, floorwork):</u></b></p>	<p>What children will be able to do:</p> <p><u>COG:</u> Social</p> <p><u>Exceeding</u> I am happy to show and tell others about my ideas. <u>Expected</u> I can help, praise and encourage others in their learning. <u>Emerging</u></p>	

			<p>Create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down. Create standing and floor shapes in contrast to my partner's - with our body parts crossing over.</p> <p><b><u>Co-ordination: Circles (Jumping and landing, footwork):</u></b></p> <p>Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. Jump from a static position, arms up and down.</p>	<p>I can play with others and take turns and share with help.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance: Shapes (one leg, seated, floorwork):</u></b></p> <p>Balance with minimum wobble. Balance with the standing foot still. Non-standing foot off the floor.</p> <p><b><u>Procedural</u></b> Keep head up and still. Keep tummy tight. Keep back straight.</p> <p><b><u>Co-ordination: Circles (Jumping and landing, footwork):</u></b></p> <p>Have good control. Have good balance. Have smooth movements that link from one to another.</p> <p><b><u>Procedural</u></b></p>		<p>Create multiple standing and floor shapes - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up</p> <p>Incorporate jumping when travelling between shapes - in canon.</p> <p><b><u>Co-ordination: Circles (Jumping and landing, footwork).</u></b></p> <p>Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in partner shapes.</p> <p>Create jumps from foot circles - jumping in unison.</p>	<p>I can work sensibly with others, taking turns and sharing.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance: Shapes (one leg, seated, floorwork).</u></b></p> <p>Balance and control throughout. To be fluent, smooth movements. Movements performed in both directions/on both sides.</p> <p><b><u>Procedural</u></b> Keep head up and back straight. Work off balls of feet looking straight ahead. Bend knees to push off and land. Engage core muscles when rotating.</p> <p><b><u>Co-ordination: Circles (Jumping and landing, footwork).</u></b></p>
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				<p>Keep head up. Bend knees to help you balance. Work through the feet when taking off. Bend knees on landing.</p>			<p>Balance and control throughout. Be fluent between movements so they link. Agility to change direction quickly. Use partner to balance.</p> <p style="text-align: center;"><b><u>Procedural</u></b></p> <p>Keep head up and back straight. Work off balls of feet looking straight ahead. Bend knees to push off and land. Engage core muscles when rotating.</p>
Spring	HT3	<p><b><u>REAL GYM</u></b> <u>COG: Creative</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Co-ordination (jumping and landing)</p> <p>Balance (seated, one leg)</p> <p>Agility (moving in and around others).</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p>I can describe different movements.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (jumping and landing)</u></b></p> <p>· Explore star, tuck and straight shapes, dish</p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><u>Exceeding</u> I can select and link movements together to fit a theme.</p> <p><u>Expected</u> I can explore and describe different movements.</p> <p><u>Emerging</u> I can observe and copy others.</p>	<p><b><u>REAL GYM</u></b> <u>COG: Creative</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Co-ordination (jumping and landing)</p> <p>Balance (seated, one leg)</p> <p>Agility (moving in and around others).</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p>I can compare my movements and skills with others.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (jumping and landing)</u></b></p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><u>Exceeding</u> I can respond differently to a variety of tasks. or music.</p> <p><u>Expected</u> I can begin to compare my movements and skills with those of others.</p>

			<p>and arches shapes using low apparatus.          · Create accurate shapes with the body.</p> <p><b><u>Balance (seated, one leg):</u></b></p> <p>Balance on one and two legs to create different shapes with the body.</p> <p><b><u>Agility (moving in and around others).</u></b></p> <p>Move around the space using shape and connected movements.</p>	<p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (jumping and landing)</u></b></p> <p>Have good control.          Have good balance.          Have smooth movements that link from one to another.</p> <p><b><u>Procedural</u></b>          Keep head up.          Bend knees to help you balance.          Work through the feet when taking off.          Bend knees on landing.</p> <p><b><u>Balance (seated, one leg):</u></b></p> <p>Have good control.          Have smooth movements that link from one to another.</p> <p><b><u>Procedural</u></b>          Keep head up.          Bend knees to help you balance.</p>		<p>Explore star, tuck, dish, straight and arched shapes using low and high apparatus.</p> <p>Create accurate and clear shapes with the body during flight.</p> <p><b><u>Balance (seated, one leg)</u></b></p> <p>Balance on one and two legs to create different shapes with the body.</p> <p>Balance for 30 seconds on one leg.</p> <p>Perform seated balance with hands off of the floor.</p> <p><b><u>Agility (moving in and around others).</u></b></p> <p>Move around the space and others using shape.</p>	<p><b><u>Emerging</u></b>          I can explore and describe different movements.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (jumping and landing)</u></b>          Have good control.          Have good balance.          Have smooth movements that link from one to another.</p> <p><b><u>Procedural</u></b>          Keep head up.          Bend knees to help you balance.          Work through the feet when taking_</p> <p><b><u>Balance (seated, one leg)</u></b>          Have control over all body parts.          Stable the body.</p> <p><b><u>Procedural</u></b>          Keep head up.          Engage core muscles.          Use body parts (arms and core) to hold the</p>
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			<p><b><u>Agility (moving in and around others).</u></b></p> <p>Co-ordinate body parts accordingly Connect movements smoothly and with control.</p> <p><u>Procedural</u> Smooth movements. Connecting body parts to negotiate movement around the space.</p>			<p>balance by activating muscles. Focus on a point to hold balance.</p> <p><b><u>Agility (moving in and around others).</u></b></p> <p>Co-ordinate body parts accordingly Connect movements smoothly and with control.</p> <p><u>Procedural</u> Identify space and negotiate around the space. Keep heads up Smooth movements and control.</p>
HT4	<p><b><u>REAL PE</u></b> <b><u>COG: Cognitive</u></b></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Dynamic balance: on a line.</p> <p>Static balance: Stance</p>	<p>What children will learn:</p> <p><b><u>COG: Cognitive</u></b></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Dynamic balance: on a line.</u></b></p> <p><b><u>Yellow Video -</u></b> Maintaining balance on a line: I can walk</p>	<p>What children will be able to do:</p> <p><b><u>COG: Cognitive</u></b> <b><u>Exceeding</u></b> I can explain what I am doing well and begun to identify areas for improvement.</p> <p><b><u>Expected</u></b> With help, I can recognise similarities</p>	<p><b><u>REAL PE</u></b> <b><u>COG: Cognitive</u></b></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Dynamic balance: on a line.</p> <p>Static balance: Stance</p>	<p>What children will learn:</p> <p><b><u>COG: Cognitive</u></b></p> <p>Recognise and explain similarities in performance.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Dynamic balance: on a line.</u></b></p>	<p>What children will be able to do:</p> <p><b><u>COG: Cognitive</u></b> <b><u>Exceeding</u></b> I can explain what I am doing well and begun to identify areas for improvement.</p> <p><b><u>Expected</u></b> With help, I can recognise similarities</p>

			<p>forwards with fluidity and minimum wobble. I can walk backwards with fluidity and minimum wobble.</p> <p><b><u>Static balance: Stance</u></b></p> <p>Maintaining balance throughout I can stand on a line with a good stance for 10 seconds.</p>	<p>and differences in performance. I can explain why someone is working or performing well.</p> <p><u>Emerging</u></p> <p>I can name some things I am good at. I can understand and follow simple rules.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Dynamic balance: on a line.</u></b></p> <p>Smooth, controlled movements and minimum wobble. Balance maintained on the line. Use opposite arm and leg moving forwards.</p> <p><u>Procedural</u></p> <p>Work off the balls of feet. Keep head still and look forward. Use arms to help you move and balance as you walk (opposite arm and leg).</p>		<p><b>Green Video</b> - Walk fluidly, lifting knees to 90°.</p> <p>Walk fluidly, lifting heels to bottom</p> <p><b><u>Static balance: Stance</u></b></p> <p><b>Green Video –</b> Stand on low beam with good stance for 10 seconds.</p>	<p>and differences in performance. I can explain why someone is working or performing well.</p> <p><u>Emerging</u></p> <p>I can name some things I am good at. I can understand and follow simple rules.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Dynamic balance: on a line.</u></b></p> <p>Smooth, controlled movements and minimum wobble. Balance maintained on the line. Use opposite arm and leg moving forwards.</p> <p><u>Procedural</u></p> <p>Work off the balls of feet. Keep head still and look forward. Use arms to help you move and balance as you walk (opposite arm and leg).</p>
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				<p><b><u>Static balance: Stance</u></b> Feet being still, both feet facing forwards and minimum wobble. Balance maintained on the line.</p> <p><u>Procedural</u> Keep back straight. Keep head up and still. Swing arms to help move and balance.</p>			<p><b><u>Static balance: Stance</u></b> Use both feet facing forwards. Feet are still. minimum wobble (control).</p> <p><u>Procedural</u> Keep feet a shoulder width apart and knees bent. Keep weight on balls of feet. Keep back straight, head up and look forward.</p>
Summer	HT5	<p><b><u>REAL PE</u></b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u> Co-ordination (ball skills)  Counter-balance (with a partner)</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p>I can link ideas together to make a theme and compare movements to others.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Co-ordination (ball skills)</u></b> <b>Yellow Video –</b> I can sit and roll a ball along the floor around my body using 2 hands.</p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Co-ordination (ball skills)</u></b></p> <p>Ability to move the ball in both directions. Control of the ball maintained throughout. Smooth movements with the ball.</p> <p><u>Procedural</u></p>	<p><b><u>REAL PE</u></b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u> Co-ordination (ball skills)  Counter-balance (with a partner)</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p>I can link ideas together to make a theme and compare movements to others.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Co-ordination (ball skills)</u></b> <b>Green Video –</b> Sit and roll a ball up and down legs and round upper body using 1 hand.</p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><u>Exceeding</u> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music.</p> <p><u>Expected</u> I can select and link movements together to fit a theme. I can begin to compare my movements and</p>

			<p>I can sit and roll a ball along the floor around my body using 1 hand (right and left). I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.</p> <p><b><u>Counter-balance (with a partner)</u></b></p> <p><b>Yellow Video –</b> Sit holding hands with toes touching, lean in together then apart</p> <p>Sit holding 1 hand with toes touching, lean in together then apart.</p> <p>Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>	<p>Use fingers to move the ball. Keep tummy tight and weight through your bottom. Focus on moving the ball smoothly rather than on speed.</p> <p><b><u>Counter-balance (with a partner)</u></b></p> <p>Balance maintained throughout. Smooth, controlled movements. Coordinated movements with partner.</p> <p><u>Procedural</u></p> <p>Keep tummy tight. Keep back straight and head up. Hold on to your partner's forearms.</p>		<p>Stand and roll a ball up and down legs and round upper body using 1 hand.</p> <p><b><u>Counter-balance (with a partner)</u></b></p> <p><b>Green Video –</b> Hold on and, with a long base, lean back, hold balance and then move back together.</p> <p>Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p>	<p>skills with those of others.</p> <p><u>Emerging</u> I can explore and describe different movements.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Co-ordination (ball skills)</u></b></p> <p>Ability to move the ball in both directions. Control of the ball maintained throughout. Smooth movements with the ball.</p> <p><u>Procedural</u> Move the ball with fingertips.</p> <p>Focus on maintaining good balance throughout.</p> <p>Perform movements smoothly and then gradually increase speed.</p> <p><b><u>Counter-balance (with a partner)</u></b></p>
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							<p>Balance maintained throughout. Smooth, controlled movements. Coordinated movements with partner.</p> <p><u>Procedural</u> Keep tummy (core muscles) tight and body straight throughout.</p> <p>Hold with straight arms when leaning back. Hold on to partner's forearms and maintain a long base.</p>
HT6	<p><b>REAL PE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Co-ordination (sending and receiving)</p> <p>Agility (Reaction and response)</p>	<p>What children will learn:</p> <p><u>COG: Physical</u></p> <p>I can perform a range of skills and sequenced movements.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Co-ordination (sending and receiving)</u></b></p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u></p> <p><u>Exceeding</u></p> <p>I can select and apply a range of skills with good control and consistency.</p> <p><u>Expected</u></p> <p>I can perform a sequence of movements with some</p>	<p><b>REAL PE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Co-ordination (sending and receiving)</p> <p>Agility (Reaction and response)</p>	<p>What children will learn:</p> <p><u>COG: Physical</u></p> <p>I can perform a range of skills and sequenced movements.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Co-ordination (sending and receiving)</u></b></p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u></p> <p><u>Exceeding</u></p> <p>I can select and apply a range of skills with good control and consistency.</p> <p><u>Expected</u></p> <p>I can perform a sequence of movements with some</p>	

			<p>Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands.</p> <p><b><u>Agility (Reaction and response)</u></b></p> <p>React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>	<p>changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><u>Emerging</u> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Co-ordination (sending and receiving)</u></b></p> <p>Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.</p> <p><u>Procedural</u> Look at partner. Use backswing and follow through.</p>		<p><b>Green Video –</b> Throw tennis ball, catch rebound with same hand after 1 bounce.</p> <p>Throw tennis ball, catch rebound with same hand without a bounce.</p> <p>Throw tennis ball, catch rebound with other hand after 1 bounce.</p> <p>Throw tennis ball, catch rebound with other hand without a bounce.</p> <p>Strike large, soft ball along ground with hand 5 times in a rally.</p> <p><b><u>Agility (Reaction and response)</u></b></p> <p><b>Green Video –</b> React and catch tennis ball dropped from shoulder height after 1 bounce.</p>	<p>changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><u>Emerging</u> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Co-ordination (sending and receiving)</u></b></p> <p>Accuracy when sending.</p> <p>Appropriate power/weight when sending.</p> <p>A good position when receiving.</p> <p><u>Procedural</u> Explore and experiment with the</p>
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				<p>Adopt a good 'ready position' (weight on balls of feet, wide base). Keep eyes focused on the ball.</p> <p><b><u>Agility (Reaction and response)</u></b></p> <p>Quick reaction. Quick, controlled movement. Control when slowing down after catch.</p> <p><u>Procedural</u> Push off hard with feet. Keep head steady and watch the ball. Move feet to get to the ball, rather than stretching, and bend knees.</p>			<p>speed you send the ball.</p> <p>Move feet to get in line with the ball when receiving. Try to have 'soft hands' when catching.</p> <p>Keep eyes focused on the ball.</p> <p><b><u>Agility (Reaction and response)</u></b></p> <p>Quick reaction. Quick, controlled movement. Control when slowing down after catch.</p> <p><u>Procedural</u> Start quickly and accelerate by pushing off hard with feet. Take up ready position with knees bent and feet apart (front to back). Bend knees to help you slow down.</p>
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		Topic	Year 3		Topic	Year 4	
Autumn	HT1	<p><b><u>REAL PE</u></b>  <u>COG: Personal</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Coordination (footwork)</p> <p>Static Balance (one leg)</p>	<p>What children will learn:</p> <p><u>COG: Personal</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Coordination (footwork)</u></b></p> <p><b><u>Green Video –</u></b>  Skip with knee and opposite elbow at 90° angle.  Hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p><b><u>Red Video –</u></b>  Hopscotch forwards and backwards, alternating hopping leg each time.</p> <p><b><u>Static Balance (one leg)</u></b></p>	<p>What children will be able to do:</p> <p><u>COG: Personal</u></p> <p><b><u>Exceeding</u></b>  I can persevere with a task and improve my performance through regular practice.  I cope well and react positively when things become difficult.</p> <p><b><u>Expected</u></b>  I have begun to challenge myself.  I know where I am with my learning.</p> <p><b><u>Emerging</u></b>  I ask for help when appropriate.  I try several times if at first I don't succeed.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Coordination (footwork)</u></b>  Balance and control throughout.  Fluent, smooth movements.  Movements performed in both</p>	<p><b><u>REAL PE</u></b>  <u>COG: Personal</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p>Coordination (footwork)</p> <p>Static Balance (one leg)</p>	<p>What children will learn:</p> <p><u>COG: Personal</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Coordination (footwork)</u></b></p> <p><b><u>Red Video –</u></b>  Hopscotch forwards and backwards, alternating hopping leg each time.  Move in a 3-step zigzag pattern forwards.  3. Move in a 3-step zigzag pattern backwards.</p>	<p>What children will be able to do:</p> <p><u>COG: Personal</u></p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Coordination (footwork)</u></b></p> <p>Balance and control throughout.  Fluent and smooth movements.  Movements performed in both directions/on both sides.</p> <p><b><u>Procedural</u></b>  Keep head up and back straight.  Work off balls of feet and increase speed when ready.  Bend knees and use arms to help you balance</p>

				<p>directions/on both sides.</p> <p>Static Balance (one leg)</p> <p><u>Procedural</u></p> <p>Keep head up and back straight.</p> <p>Work off balls of feet looking straight ahead.</p> <p>Bend knees to push off and land.</p>			
HT2	<p><b>REAL DANCE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Artistry</p> <p>Partnering</p> <p>Circles</p> <p>Shapes</p>	<p>What children will learn:</p> <p><u>COG: Physical</u></p> <p>I can perform and link actions together to create a sequence with some changes in level, direction and speed.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Artistry</b> Create a sequence of a minimum of 5 moves - similar and then in contrast to my partner's. - with various starting and finishing positions</p> <p><b>Partnering</b></p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u></p> <p><b>Exceeding</b> I can link actions together to make dance that flows.</p> <p><b>Expected</b> I can perform and repeat longer sequences with clear shapes and and controlled movement.</p> <p><b>Emerging</b> I can perform a sequence of movements with some changes in level, direction or speed.</p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p><b>REAL DANCE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Artistry</p> <p>Partnering</p> <p>Circles</p> <p>Shapes</p>	<p>What children will learn:</p> <p><u>COG: Physical</u></p> <p>I can perform a variety of movements and skills in a longer sequence and repeat it.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Artistry</b> Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes.</p> <p><b>Partnering</b></p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u></p> <p><b>Exceeding</b> I can perform a variety of movements and skills with good body tension and can link actions together so they flow.</p> <p><b>Expected</b> I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p><b>Emerging</b> I can perform a range of skills with some control and consistency.</p>	

Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner.

**Circles**

Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).

**Shapes**

Create multiple standing and floor shapes:  
- with torso rotated.  
- with 3 points of contact with the floor.  
- facing up and sideways.

Travel between shapes including stepping into jumping.  
Rotate in jumps.

**Shapes**

Holding your body, legs and supporting arms strong:

Make a floor shape facing the ceiling with both hands on the floor and one leg vertical.

Make a floor shape facing sideways, with one leg off the floor, in line with your body or extended to the front.

Make a floor shape facing the ceiling with one leg vertical and body flat out in a low back support.

**Procedural**

Maintain control  
Use your core strength to remain still with little wobble.

**Circles**

Starting in any standing shape, create circles that will lead

Create standing and floor shapes.

- at different levels.  
- without contact.  
- with 1 hand contact.  
Jump with backward rotation when moving between shapes.

**Circles**

Create sequences of movement led by combined arm, shoulder, leg and foot circles and/ or semi-circles leading into - turning. - jumping with good height, speed and various body shapes in the air.

**Shapes**

Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor.  
- facing up and sideways.

Travel between shapes including rotation - on the floor and in the air.  
- in different directions.



				<p>you to complete a full turn.</p> <p>Start your movement by wrapping your arm around your body. Drop your head forward as you turn.</p> <p>Make a circle with your foot. Keep your foot outstretched and arms down. Look up while turning.</p> <p>Repeat the previous turn but keep one arm outstretched to the side.</p>			
<b>Spring</b>	HT3	<p><b>REAL GYM</b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Travel (Floor Work and Hand Apparatus)</p> <p>Rotation (Floor and partner work)</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p>I can recognise similarities and differences in movements.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b><u>Travel (Floor Work and Hand Apparatus)</u></b></p> <p>I can perform movements with different parts of my</p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><b><u>Exceeding</u></b> I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><b><u>Expected</u></b> I can recognise similarities and differences in movements and expression.</p> <p><b><u>Emerging</u></b></p>	<p><b>REAL GYM</b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance (with a partner)</p> <p>Rotation (Floor and hand apparatus)</p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Balance (with a partner)</u></b></p> <p>I am able to perform different balances with my partner. E.g Bunk beds, Counter balance etc.</p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p> <p><b><u>Exceeding</u></b> I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><b><u>Expected</u></b> I can recognise similarities and differences in movements and expression.</p> <p><b><u>Emerging</u></b></p>

			<p>body. E.g low bunny hop, crab walk etc.</p> <p><b><u>Rotation (Floor and partner work)</u></b></p> <p>I can rotate in numerous ways throughout multiple levels.</p>	<p>I can select and link movements together to fit a theme.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Travel (Floor Work and Hand Apparatus)</u></b></p> <p>Maintain good body tension and extension. Concentrate on the coordination of body parts. Change speeds to develop fluency.</p> <p><u>Procedural</u></p> <p>Good posture. Smooth, fluent movement. Accurate movement pattern.</p> <p><b><u>Rotation (Floor and partner work)</u></b></p> <p>Chaîné Turn/One Impulse - Step forward on to tiptoes with feet together, simultaneously swinging arms up to enable rotation in one motion. Push Turn/Pivot - Stand on one leg and</p>		<p><b><u>Rotation (Floor and hand apparatus)</u></b></p> <p>I am able to perform multiple rotations in the form of rolls e.g side roll, scrabble roll</p>	<p>I can select and link movements together to fit a theme.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Balance (with a partner)</u></b></p> <p>Control (minimum wobble). Both/all partners in a static position. Holding balance for at least 3 seconds.</p> <p><u>Procedural</u></p> <p>Focus eyes on a fixed point. Keep whole body tight and extended. Ensure all partners involved and contributing to the balance. When supporting on the back, ensure stomach is engaged and back flat.</p> <p><b><u>Rotation (Floor and hand apparatus)</u></b></p> <p>Side Roll - Use straddle shape, start and finish in wolf split, tuck</p>
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				<p>push off with the other to initiate rotation.</p> <p>Knee Turn - Start on one knee, swing arms up from the side, put both knees down together to spin (either 180° or 360°), then finish on the other knee.</p> <p>Spin on Stomach - Lying, use hands to start rotation and lift legs and arms.</p> <p><u>Procedural</u> Remaining balanced throughout. Achieving rotation with control. Accuracy of shape throughout.</p>			<p>shoulder under to roll across back.</p> <p>Scrabble Roll - Step forwards, rotate on the vertical axis, go down on one knee, roll onto one hip and then the other (across bottom) using hands for support. To exit, cross legs, and stand up onto one leg.</p> <p><u>Procedural</u></p> <p>Accurate shape throughout. Fluent and controlled movement. Remaining balanced and controlled.</p>
HT4	<p><b>REAL PE</b> <u>COG: Cognitive</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Dynamic Balance (On a line)</p> <p>Coordination (Ball Skills)</p>	<p>What children will learn:</p> <p><u>COG: Cognitive</u></p> <p>I can explain what I am doing well and begun to identify how to improve.</p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p>What children will be able to do:</p> <p><u>COG: Cognitive</u></p> <p><b>Exceeding</b> I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. <b>Expected</b></p>	<p><b>REAL PE</b> <u>COG: Cognitive</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Dynamic Balance (On a line)</p> <p>Coordination (Ball Skills)</p>	<p>What children will learn:</p> <p><u>COG: Cognitive</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>I can explain what I am doing well and how to improve.</p> <p><b>Dynamic Balance (On a line)</b></p>	<p>What children will be able to do:</p> <p><u>COG: Cognitive</u></p> <p><b>Exceeding</b> I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. <b>Expected</b></p>	

			<p><b><u>Dynamic Balance (On a line)</u></b>  <b>Green Video –</b>  Walk fluidly, lifting heels to bottom.  <b>Red Video -</b>  March, lifting knees and elbows up to a 90° angle.  Walk fluidly with heel to toe landing.</p> <p><b><u>Coordination (Ball Skills)</u></b></p> <p><b>Green Video –</b>  Stand and roll a ball up and down legs and round upper body using 1 hand.</p> <p><b>Red Video –</b>  Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).  Move a ball round waist 17 times.</p>	<p>I have begun to identify areas for improvement.  I can explain what I am doing well.</p> <p><b><u>Emerging</u></b>  With help, I can recognise similarities and differences in performance.  I can begin to order instructions, movements and skills.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b>  <b><u>Dynamic Balance (On a line)</u></b></p> <p>Smooth, controlled movements and minimum wobble.  Balance maintained on the line.  Opposite arm and leg moving forwards smoothly.</p> <p><b><u>Procedural</u></b>  Keep tummy (core muscles) tight and back straight.  Keep head still and look forward.  Use arms to help you move and balance as</p>		<p><b>Red Video -</b>  March, lifting knees and elbows up to a 90° angle.  Walk fluidly with heel to toe landing.  Walk fluidly, lifting knees and using heel to toe landing.</p> <p><b><u>Coordination (Ball Skills)</u></b></p> <p><b>Red Video –</b>  Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).  Move a ball round waist 17 times.  Stand with legs apart and move a ball around alternate legs 16 times.</p>	<p>I can explain what I am doing well and I have begun to identify areas for improvement.  I can explain what I'm doing well.</p> <p><b><u>Emerging</u></b>  I can explain why someone is working or performing well.  I can begin to order instructions, movements and skills.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Dynamic Balance (On a line)</u></b></p> <p>Smooth, controlled movements and minimum wobble.  Balance maintained on the line.  Opposite arm and leg moving forwards smoothly.</p> <p><b><u>Procedural</u></b>  Keep tummy (core muscles) tight and back straight.  Keep head still and look forward.</p>
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				<p>you walk, bringing them from 'hips to lips'.</p> <p><b><u>Coordination (Ball Skills)</u></b> Control of the ball maintained throughout. Ability to complete challenges in both directions consistently and smoothly. Smooth movements with the ball.</p> <p><u>Procedural</u> Move the ball with fingers, avoiding it touching body. Focus on maintaining good balance and looking straight ahead throughout. Perform movements smoothly and then gradually increase speed.</p>			<p>Use arms to help you move and balance as you walk, bringing them from 'hips to lips'.</p> <p><b><u>Coordination (Ball Skills)</u></b> Control of the ball maintained throughout. Ability to complete challenges in both directions consistently and smoothly. Smooth movements with the ball.</p> <p><u>Procedural</u> Move the ball with fingers, avoiding it touching body. Focus on maintaining good balance and looking straight ahead throughout. Perform movements smoothly and then gradually increase speed.</p>
<b>Summer</b>	HT5	<p><b>REAL PE</b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p>	<p><b>REAL PE</b> <u>COG: Creative</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p>What children will learn:</p> <p><u>COG: Creative</u></p>	<p>What children will be able to do:</p> <p><u>COG: Creative</u></p>

	<p>Counter Balance (with a partner)</p> <p>Coordination (sending and receiving)</p>	<p>I can respond differently to differing task and make up rules and conditions for activities.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Counter Balance (with a partner)</u></b></p> <p><b>Red Video -</b></p> <p>Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance, and then move back together. Perform above challenges with eyes closed.</p> <p><b><u>Coordination (sending and receiving)</u></b></p> <p><b>Red Video –</b></p> <p>Strike a ball with alternate hands in a rally.</p> <p>Kick a ball with the same foot.</p> <p>Kick a ball with alternate feet.</p>	<p><b><u>Exceeding</u></b></p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><b><u>Expected</u></b></p> <p>I can respond differently to a variety of tasks. I can make up my own rules and versions of activities.</p> <p><b><u>Emerging</u></b></p> <p>I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Counter Balance (with a partner)</u></b></p> <p>Balance maintained throughout. Smooth, controlled movements. Coordinated and controlled movements with partner.</p>	<p>Counter Balance (with a partner)</p> <p>Coordination (sending and receiving)</p>	<p>I can respond differently to differing task and make up rules and conditions for activities.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Counter Balance (with a partner)</u></b></p> <p><b>Red Video -</b></p> <p>Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance, and then move back together. Perform above challenges with eyes closed.</p> <p><b><u>Coordination (sending and receiving)</u></b></p> <p><b>Red Video –</b></p> <p>Strike a ball with alternate hands in a rally.</p> <p>Kick a ball with the same foot.</p> <p>Kick a ball with alternate feet.</p>	<p><b><u>Exceeding</u></b></p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><b><u>Expected</u></b></p> <p>I can respond differently to a variety of tasks. I can make up my own rules and versions of activities.</p> <p><b><u>Emerging</u></b></p> <p>I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Counter Balance (with a partner)</u></b></p> <p>Balance maintained throughout. Smooth, controlled movements. Coordinated and controlled movements with partner.</p>
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			<p>Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p>	<p><u>Procedural</u>          Keep tummy (core muscles) tight and body straight throughout.          Hold with straight arms when leaning back.          Hold on to partner's forearms and keep a short base.</p> <p><b><u>Coordination (sending and receiving)</u></b>          Accuracy and weight when sending.          A good position when receiving.          Fluency/rhythm throughout.</p> <p><u>Procedural</u>          Vary the speed you send the ball to find which is most effective.          Watch the ball and move feet to get in line with the ball when receiving.          Keep eyes focused on the ball.          Use backswing and follow through when striking/kicking.</p>		<p>Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p>	<p><u>Procedural</u>          Keep tummy (core muscles) tight and body straight throughout.          Hold with straight arms when leaning back.          Hold on to partner's forearms and keep a short base.</p> <p><b><u>Coordination (sending and receiving)</u></b>          Accuracy and weight when sending.          A good position when receiving.          Fluency/rhythm throughout.</p> <p><u>Procedural</u>          Vary the speed you send the ball to find which is most effective.          Watch the ball and move feet to get in line with the ball when receiving.          Keep eyes focused on the ball.          Use backswing and follow through when striking/kicking.</p>
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	HT6	<p><b>REAL PE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Coordination (sending and receiving)</p> <p>Static balance (floor work)</p>	<p>What children will learn:</p> <p><u>COG: Physical</u> I can select, apply and perform a range of skills into a sequence.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Coordination (sending and receiving)</u></b> <b>Red Video –</b> Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning. <b><u>Static balance (floor work)</u></b> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support.</p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u> <b><u>Exceeding</u></b> I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension. <b><u>Expected</u></b> I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement. <b><u>Emerging</u></b> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p><b>REAL PE</b> <u>COG: Physical</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Coordination (sending and receiving)</p> <p>Static balance (floor work)</p>	<p>What children will learn:</p> <p><u>COG: Physical</u> I can select, apply and perform a range of skills into a sequence.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Coordination (sending and receiving)</u></b> <b>Red Video –</b> Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning. <b><u>Static balance (floor work)</u></b> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support.</p>	<p>What children will be able to do:</p> <p><u>COG: Physical</u> <b><u>Exceeding</u></b> I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension. <b><u>Expected</u></b> I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement. <b><u>Emerging</u></b> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><u>FUNDAMENTAL SKILLS:</u></p>
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**Coordination (sending and receiving)**

Accuracy and weight when sending.  
A good position when receiving.  
Fluency/rhythm throughout.

**Procedural**

Vary the speed you send the ball to find which is most effective.  
Watch the ball and move feet to get in line with the ball when receiving.  
Keep eyes focused on the ball.  
Use backswing and follow through when striking/kicking.

**Static balance (floor work)**

Balance maintained throughout.  
Correct position held by keeping back straight.  
Control when changing balance/position

Transfer cone on and off back in front support.

**Coordination (sending and receiving)**

Accuracy and weight when sending.  
A good position when receiving.  
Fluency/rhythm throughout.

**Procedural**

Vary the speed you send the ball to find which is most effective.  
Watch the ball and move feet to get in line with the ball when receiving.  
Keep eyes focused on the ball.  
Use backswing and follow through when striking/kicking.

**Static balance (floor work)**

Balance maintained throughout.  
Correct position held by keeping back straight.  
Control when changing balance/position

				<u>Procedural</u> Keep back straight and flat. Keep legs straight and stretched out. Keep hands in line with shoulders and complete slowly.			<u>Procedural</u> Keep back straight and flat. Keep legs straight and stretched out. Keep hands in line with shoulders and complete slowly.
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		Topic	Year 5		Topic	Year 6	
Autumn	HT1	<b>REAL PE</b> <u>COG: Personal</u>  <u>FUNDAMENTAL SKILLS:</u>  Co-ordination (ball skills)  Agility (reaction and response)	What children will learn:  <u>COG: Personal</u>  I can preserve and react positively when things become challenging to improve my practice.  <u>FUNDAMENTAL SKILLS:</u>  <b><u>Co-ordination (ball skills)</u></b>  <b>Blue Video –</b> Stand with legs apart and move ball in figure of 8 around both legs 12 times.  Move ball around waist into figure of 8	What children will be able to do:  <u>COG: Personal</u>  <b><u>Exceeding</u></b> <u>I</u> recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop.  <b><u>Expected</u></b> I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	<b>REAL PE</b> <u>COG: Personal</u>  <u>FUNDAMENTAL SKILLS:</u>  Co-ordination (ball skills)  Agility (reaction and response)	What children will learn:  <u>COG: Personal</u>  I can react positively and preserve when things become difficult and improve my practice from this.  <u>FUNDAMENTAL SKILLS:</u>  <b><u>Co-ordination (ball skills)</u></b>  <b>Blue Video –</b> Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.  <b>Pink Video –</b> Stand with legs apart	What children will be able to do:  <u>COG: Personal</u>  <b><u>Exceeding</u></b> <u>I</u> recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop.  <b><u>Expected</u></b> I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

			<p>around both legs 10 times.</p> <p>Move ball around waist and then around</p> <p><b><u>Agility (reaction and response)</u></b></p> <p><b>Blue Video –</b> React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>	<p><b><u>Emerging</u></b> I know where I am with my learning and I have begun to challenge myself</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (ball skills)</u></b></p> <p>Smooth movements with the ball. Ability to complete challenges in both directions consistently and smoothly. Fluidity when changing hands.</p> <p><b><u>Procedural</u></b> Keep ball moving and away from body. Keep head up, looking forward. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.</p> <p><b><u>Agility (reaction and response)</u></b></p>		<p>and complete 20 front to back catches with a bounce in between.</p> <p>Perform above 30 times without ball bouncing in between.</p> <p><b><u>Agility (reaction and response)</u></b></p> <p><b>Blue Video –</b> React and step across body, bring hand across body and catch tennis ball after 1 bounce</p> <p><b>Pink Video –</b> React to call from partner when they drop a ball, turn and catch it after 1 bounce.</p> <p>Perform above challenge but react to sound of the bounce rather than call.</p>	<p><b><u>Emerging</u></b> I know where I am with my learning and I have begun to challenge myself.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (ball skills)</u></b> Smooth movements with the ball. Ability to complete challenges in both directions consistently and smoothly. Fluidity when changing hands</p> <p><b><u>Procedural</u></b> Concentrate on performing movements smoothly and with control. Keep back straight throughout. Focus on using ‘soft hands’ throughout.</p> <p><b><u>Agility (reaction and response)</u></b> Quick reaction and good acceleration. Quick, controlled movement.</p>
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				<p>Quick reaction and good acceleration Quick, controlled movement. Balance and control after catch.</p> <p><u>Procedural</u> In the ready position, start quickly and accelerate by pushing off hard with feet.</p> <p>React and move early to give you time to get balanced.</p> <p>Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.</p>			<p>Balance and control after catch.</p> <p><b><u>Procedural</u></b> Reverse pivot, bend knees and push off to turn and move quickly. Move feet quickly to get into the catching position. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching</p>
HT2	<p><b>REAL DANCE</b> <u>COG: Social</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance (shapes, partnering shapes)</p> <p>Co-ordination (circles, Artistry).</p>	<p>What children will learn: <u>COG: Social</u> I can negotiate and collaborate creating and performing my dance.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Balance (shapes,</b></p>	<p>What children will be able to do: <u>COG: Social</u></p> <p><b><u>Exceeding</u></b> I can work with others and motivate those around me to make dance and perform better.</p> <p><b><u>Expected</u></b></p>	<p><b>REAL DANCE</b> <u>COG: Social</u></p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance (shapes, partnering shapes)</p> <p>Co-ordination (circles, Artistry).</p>	<p>What children will learn: <u>COG: Social</u> I can negotiate and collaborate creating and performing my dance.</p> <p><u>FUNDAMENTAL SKILLS:</u></p>	<p>What children will be able to do: <u>COG: Social</u> <b><u>Exceeding</u></b> I can work with others and motivate those around me to make dance and perform better.</p> <p><b><u>Expected</u></b></p>	

	<p>Agility (Artistry)</p>	<p><b><u>partnering shapes</u></b> Balance on 1 foot with other foot higher than 45 degree angle.</p> <p>Balance with 2 points of contact using hands, arms and shoulders for support.</p> <p><b><u>Co-ordination (circles, Artistry).</u></b> Jumps with 1 foot take-off and landing other leg extended.</p> <p>Jump with 180 degree rotation and change direction in the air.</p> <p>Use apparatus to join together moves both on the floor and standing.</p> <p><b><u>Agility (Artistry)</u></b> Travel with a partner incorporating spirals, rotation, jumping and holding positions.</p> <p>Create a sequence of movements led by combinations of circles made with different body parts.</p>	<p>I can negotiate and collaborate appropriately in creating and performing my dance.</p> <p><b><u>Emerging</u></b> I help organise roles and responsibilities.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance (shapes, partnering shapes)</u></b> Balance and control throughout. To be fluent, smooth movements. Movements performed in both directions/on both sides.</p> <p><b><u>Procedural</u></b> Keep head up and back straight. Work off balls of feet looking straight ahead. Bend knees to push off and land. Engage core muscles when rotating.</p>	<p>Agility (Artistry)</p>	<p><b><u>Balance (shapes, partnering shapes)</u></b> Create multiple standing and floor shapes balancing on a ball each foot higher than 45 degrees.</p> <p>Create standing and floor shapes with contact and balance on a ball with 1 foot.</p> <p>Balance with 2 points of contact using hands, arms and shoulders for support.</p> <p><b><u>Co-ordination (circles, Artistry).</u></b> Jumping with 360 degree rotation, and jumping, taking off and landing with one foot.</p> <p>Jumping with a change of leg position in the air.</p> <p>Use spirals, rotation on the floor and in the air.</p> <p><b><u>Agility (Artistry)</u></b></p>	<p>I can negotiate and collaborate appropriately in creating and performing my dance.</p> <p><b><u>Emerging</u></b> I help organise roles and responsibilities.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance (shapes, partnering shapes)</u></b> Balance and control throughout. To be fluent, smooth movements. Movements performed in both directions/on both sides.</p> <p><b><u>Procedural</u></b> Keep head up and back straight. Work off balls of feet looking straight ahead. Bend knees to push off and land. Engage core muscles when rotating.</p> <p><b><u>Co-ordination (circles, Artistry).</u></b></p>
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			<p><b><u>Co-ordination (circles, Artistry).</u></b>          Balance and control throughout.          Be fluent between movements so they link.          Agility to change direction quickly.          Use partner to balance.</p> <p style="text-align: center;"><u>Procedural</u></p> <p>Keep head up and back straight.          Work off balls of feet looking straight ahead.          Bend knees to push off and land.          Engage core muscles.</p> <p><b><u>Agility (Artistry)</u></b></p> <p>Fluid so movements link together.          Use arms and body to create flowing shapes.          Use partner to balance.</p> <p style="text-align: center;"><u>Procedural</u></p> <p>Use core and body parts to balance          Change direction with care and ease.</p>		<p>Create a combination of shapes, circles in response to a melody and beat of a piece of music.</p> <p>Create a sequence with a variety of moves with a partner and independently.</p> <p>Create higher lifts supported jump with a partner.</p>	<p>Balance and control throughout.          Be fluent between movements so they link.          Agility to change direction quickly.          Use partner to balance.</p> <p style="text-align: center;"><u>Procedural</u></p> <p>Keep head up and back straight.          Work off balls of feet looking straight ahead.          Bend knees to push off and land.          Engage core muscles.  <b><u>Agility (Artistry)</u></b>          Fluid so movements link together.          Use arms and body to create flowing shapes.          Use partner to balance.</p> <p style="text-align: center;"><u>Procedural</u></p> <p>Use core and body parts to balance          Change direction with care and ease.          Combine movements together to link a sequence.</p>
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				Combine movements together to link a sequence.			
Spring	HT3	<p><b>REAL GYM</b> <u>COG:</u> Creative</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance(one leg, seated, floor work, shape).</p> <p>Co-ordination (apparatus, rotation).</p> <p>Agility (flight, rotation, partner work, apparatus).</p>	<p>What children will learn: <u>COG:</u> Creative</p> <p>I can respond imaginatively to different situations and make activities more challenging.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Balance(one leg, seated, floor work, shape).</b> Creating shapes in pike, tuck, star, straight, dish, straddle and arch using hand apparatus.</p> <p>Use ball and other hand apparatus to manipulate hold a balance.</p> <p>Work with a partner to create different shapes with the body and hold balances using 1 foot.</p>	<p>What children will be able to do: <u>COG:</u> Creative</p> <p><b>Exceeding</b> I can use variety and creativity to engage an audience.</p> <p><b>Expected</b> I can respond imaginatively to different situations.</p> <p><b>Emerging</b> I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Balance(one leg, seated, floor work, shape).</b></p> <p>Have good control. Have good balance. Have smooth movements that link from one to another.</p>	<p><b>REAL GYM</b> <u>COG:</u> Creative</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance(one leg, seated, floor work, shape).</p> <p>Co-ordination (apparatus, rotation).</p> <p>Agility (flight, rotation, partner work, apparatus).</p>	<p>What children will learn: <u>COG:</u> Creative</p> <p>I can respond imaginatively to different situations and make activities more challenging.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Balance(one leg, seated, floor work, shape).</b> Creating shapes in pike, tuck, star, straight, dish, straddle and arch using hand apparatus.</p> <p>Use ball, silks and other hand apparatus to manipulate and hold a balance for more than 30 seconds.</p> <p>Work with a partner to create different shapes with the body and hold balances</p>	<p>What children will be able to do: <u>COG:</u> Creative</p> <p><b>Exceeding</b> I can use variety and creativity to engage an audience.</p> <p><b>Expected</b> I can respond imaginatively to different situations.</p> <p><b>Emerging</b> I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b>Balance(one leg, seated, floor work, shape).</b></p> <p>Have good control. Have good balance. Have smooth movements that link from one to another.</p>

			<p><b><u>Co-ordination (apparatus, rotation).</u></b> Create rhythmic sequences independently and with a partner.</p> <p>Use low and high apparatus independently moving with rhythm.</p> <p><b><u>Agility (flight, rotation, partner work, apparatus).</u></b> Change direction during flight.</p> <p>Manipulate hand apparatus around the body and using position standing and on the floor.</p>	<p><u>Procedural</u> Keep head up. Bend knees to help you balance. Work through the feet when taking off. Bend knees on landing. Use arms and core to control balance/movement.</p> <p><b><u>Co-ordination (apparatus, rotation).</u></b> Co-ordinate body parts accordingly Connect movements smoothly and with control.</p> <p><u>Procedural</u> Identify space and negotiate around the space. Keep heads up Smooth movements and control.</p> <p><b><u>Agility (flight, rotation, partner work, apparatus).</u></b> Fluid so movements link together. Use arms and body to create flowing shapes.</p>		<p>using 1 foot and using low apparatus.</p> <p><b><u>Co-ordination (apparatus, rotation).</u></b> Create rhythmic sequences independently and with a partner.</p> <p>Use low and high apparatus independently moving with rhythm.</p> <p><b><u>Agility (flight, rotation, partner work, apparatus).</u></b> Change direction during flight.</p> <p>Manipulate hand apparatus around the body and using position standing and on the floor.</p>	<p><u>Procedural</u> Keep head up. Bend knees to help you balance. Work through the feet when taking off. Bend knees on landing. Use arms and core to control balance/movement.</p> <p><b><u>Co-ordination (apparatus, rotation).</u></b> Co-ordinate body parts accordingly Connect movements smoothly and with control.</p> <p><u>Procedural</u> Identify space and negotiate around the space. Keep heads up Smooth movements and control.</p> <p><b><u>Agility (flight, rotation, partner work, apparatus).</u></b> Fluid so movements link together. Use arms and body to create flowing shapes.</p>
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				<p>Use partner to balance.</p> <p><u>Procedural</u> Use core and body parts to balance Change direction with care and ease. Combine movements together to link a sequence.</p>			<p>Use partner to balance.</p> <p><u>Procedural</u> Use core and body parts to balance Change direction with care and ease. Combine movements together to link a sequence.</p>
HT4	<p><b><u>REAL PE</u></b> <u>COG:</u> Cognitive</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance (stance)</p> <p>Co-ordination (footwork)</p>	<p>What children will learn:</p> <p><u>COG:</u> Cognitive</p> <p>I can judge performance and use awareness of space/others to make good decisions.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Balance (stance)</u></b> <b>Blue Video –</b> Raise alternate knees to opposite elbow 5 times.</p> <p>Catch large ball thrown at knee height and above head.</p> <p>Catch large ball</p>	<p>What children will be able to do:</p> <p><u>COG:</u> Cognitive</p> <p><b><u>Exceeding</u></b> I can develop methods to outwit opponents. I can and suggest patterns of play which will increase chances of success.</p> <p><b><u>Expected</u></b> I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance.</p> <p><b><u>Emerging</u></b> I can understand the simple tactics of attacking and defending.</p>	<p><b><u>REAL PE</u></b> <u>COG:</u> Cognitive</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Balance (stance)</p> <p>Co-ordination (footwork)</p>	<p>What children will learn:</p> <p><u>COG:</u> Cognitive</p> <p>I can judge performance and use awareness of space/others to make good decisions.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><b><u>Balance (stance)</u></b> <b>Blue Video –</b> Catch large ball thrown away from body.</p> <p>Catch small ball thrown close to and away from body. <b>Pink Video –</b> Throw and catch 2</p>	<p>What children will be able to do:</p> <p><u>COG:</u> Cognitive</p> <p><b><u>Exceeding</u></b> I can develop methods to outwit opponents. I can and suggest patterns of play which will increase chances of success.</p> <p><b><u>Expected</u></b> I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance.</p> <p><b><u>Emerging</u></b> I can understand the simple tactics of attacking and defending.</p>	

			<p>thrown away from body.</p> <p>Catch small ball thrown close to and away from body.</p> <p><b><u>Co-ordination (footwork)</u></b>  <b>Blue Video –</b>  Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p>Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</p> <p>Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction</p>	<p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance (stance)</u></b>  Balance maintained throughout.  Minimum wobble (control).  Good posture (head up/back straight)</p> <p><b><u>Procedural</u></b>  Keep feet a shoulder width apart and bend knees.  Keep head up looking forward.  Use smooth, controlled movements by twisting body to catch the ball.</p> <p><b><u>Co-ordination (footwork)</u></b>  Smooth, controlled movements.  Fluency and rhythm.  Movements performed in both directions/on both side</p>		<p>small balls alternately, using both hands, both close to and away from body.</p> <p>Strike small ball back to a partner with a racket.</p> <p>Strike a small ball back to a partner from across body with a racket.</p> <p><b><u>Co-ordination (footwork)</u></b>  <b>Blue Video –</b>  Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p><b>Pink Video –</b>  Move in 3-step zigzag pattern while alternating knee raise and foot behind.</p> <p>Move backwards in-3 step zigzag pattern with cross-over (swerve).</p> <p>Move backwards in 3-step zigzag pattern with knee raise across</p>	<p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Balance (stance)</u></b>  Balance maintained throughout.  Minimum wobble (maintaining control of body).  Good posture (head up/back straight).</p> <p><b><u>Procedural</u></b>  Keep feet a shoulder width apart and bend knees.  Keep head up looking forward.  Bend knees and maintain a 'ready' position.</p> <p><b><u>Co-ordination (footwork)</u></b>  Smooth, controlled movements.  Fluency and rhythm.  Movements performed in both</p>
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				<p><u>Procedural</u> Keep head up and back straight throughout. Keep feet close to the ground as you move. Bend knees and use arms to help you balance</p>		<p>body.</p> <p><u>Procedural</u> Keep head up and back straight throughout. Try to develop a good rhythm and perform the movements smoothly and with control. Bend knees and use arms to help you balance</p>	
Summer	HT5	<p><b>REAL PE</b> <u>COG:</u> Physical</p> <p><u>FUNDAMENTAL SKILLS:</u> Agility (jumping and landing)</p> <p>Static balance (one leg)</p>	<p>What children will learn: <u>COG:</u> Physical</p> <p>I can perform a variety of movements and link these together.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b>Agility (jumping and landing)</b> <b>Blue Video –</b> Jump 2 feet to 2 feet forwards, backwards and side-to-side.</p> <p>Hop forward and backwards, freezing on landing.</p>	<p>What children will be able to do: <u>COG:</u> Physical</p> <p><b>Exceeding</b> I can perform a range of skills fluently and accurately. I can use combinations of skills confidently in specific contexts.</p> <p><b>Expected</b> I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension.</p>	<p><b>REAL PE</b> <u>COG:</u> Physical</p> <p><u>FUNDAMENTAL SKILLS:</u> Agility (jumping and landing)</p> <p>Static balance (one leg)</p>	<p>What children will learn: <u>COG:</u> Physical</p> <p>I can perform a variety of movements and link these together.</p> <p><u>FUNDAMENTAL SKILLS:</u> <b>Agility (jumping and landing)</b> <b>Pink Video -</b> Jump 2 feet to 2 feet with a 180° turn in the middle (both directions).</p> <p>Jump from 2 feet to 2 feet with a tuck and a</p>	<p>What children will be able to do: <u>COG:</u> Physical</p> <p><b>Exceeding</b> I can perform a range of skills fluently and accurately. I can use combinations of skills confidently in specific contexts.</p> <p><b>Expected</b> I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension.</p>

		<p>Jump 1 foot to other forwards and backwards, freezing on landing.</p> <p>Hop sideways, raising knee and freezing on landing.</p> <p>Jump 1 foot to other sideways, raising knee and freeze on landing.</p> <p><b><u>Static balance (one leg)</u></b> Stand still on uneven surface for 30 seconds.</p> <p>Stand still on uneven surface for 30 seconds with eyes closed.</p> <p>Complete 10 squats into ankle extensions.</p> <p>Complete 5 squats with eyes closed.</p>	<p><b><u>Emerging</u></b> I can select and apply a range of skills with good control and consistency. I can perform and repeat sequences with clear shapes and controlled movement.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b> <b><u>Agility (jumping and landing)</u></b> Good take off and height. Balance and control on landing. Soft and controlled landings.</p> <p><b><u>Procedural</u></b> Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing. Land softly on balls of feet without noise, facing forward.</p> <p><b><u>Static balance (one leg)</u></b> Stability. Smooth, controlled movements.</p>		<p>180° turn (both directions).</p> <p>Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).</p> <p><b><u>Static balance (one leg)</u></b> <b>Blue Video –</b> Complete 10 squats into ankle extensions.</p> <p><b>Pink Video –</b> Complete 5 ankle extensions with eyes closed.</p> <p>Complete 10 squats into ankle extensions with eyes closed.</p> <p>Complete above 2 challenges on uneven surface with eyes open.</p> <p>Complete first 2 challenges on uneven surface with eyes closed.</p>	<p><b><u>Emerging</u></b> I can select and apply a range of skills with good control and consistency. I can perform and repeat sequences with clear shapes and controlled movement.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b> <b><u>Agility (jumping and landing)</u></b> Good take off and height. Balance and control on landing. Soft and controlled landings.</p> <p><b><u>Procedural</u></b> Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing and use arms to help you balance. Keep centre of gravity over base of support on landing</p> <p><b><u>Static balance (one leg)</u></b> Stability.</p>
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			<p>Consistent performance.</p> <p><u>Procedural</u> Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements.</p>			<p>Smooth, controlled movements. Consistent performance.</p> <p><u>Procedural</u> Keep your centre of gravity over your base of support. Keep your core muscles tight. Use smooth, controlled movements.</p>
HT6	<p><b>REAL PE</b> <u>COG:</u> Health and Fitness</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Co-ordination (sending and receiving)</p> <p>Agility (ball chasing)</p>	<p>What children will learn:</p> <p><u>COG:</u> Health and Fitness</p> <p>I can explain how often I should exercise and record and monitor my progress.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><u>Co-ordination (sending and receiving)</u></p> <p><b>Blue Video –</b> Alternately throw and catch 2 tennis balls against a wall.</p>	<p>What children will be able to do:</p> <p><u>COG:</u> Health and Fitness</p> <p><b>Exceeding</b> I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity.</p> <p><b>Expected</b> I can record and monitor how hard I am working. I can explain how often and how long I</p>	<p><b>REAL PE</b> <u>COG:</u> Health and Fitness</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p>Co-ordination (sending and receiving)</p> <p>Agility (ball chasing)</p>	<p>What children will learn:</p> <p><u>COG:</u> Health and Fitness</p> <p>I can explain how often I should exercise and record and monitor my progress.</p> <p><u>FUNDAMENTAL SKILLS:</u></p> <p><u>Co-ordination (sending and receiving)</u></p> <p><b>Blue Video -</b> Throw 2 tennis balls against a wall and catch them with opposite hand (cross-</p>	<p>What children will be able to do:</p> <p><u>COG:</u> Health and Fitness</p> <p><b>Exceeding</b> I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity.</p> <p><b>Expected</b> I can record and monitor how hard I am working. I can explain how often and how long I</p>

		<p>Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>Throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><b><u>Agility (ball chasing)</u></b></p> <p><b>Blue Video –</b> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</p> <p>Perform above challenge with tennis ball.</p> <p>Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p>	<p>should exercise to be healthy.</p> <p>I can describe the basic fitness components.</p> <p><b><u>Emerging</u></b> I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (sending and receiving)</u></b> Accuracy and weight of throws. Fluency/rhythm throughout. Good position when receiving.</p> <p><b><u>Procedural</u></b> Explore the strength of your throw to work out how much force is needed. Take up a balanced position, making sure hands are in a good</p>		<p>over).</p> <p>Throw 2 tennis balls against a wall in a circuit, in both directions</p> <p><b>Pink Video -</b> With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.</p> <p>With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.</p> <p><b><u>Agility (ball chasing)</u></b></p> <p><b>Blue Video -</b> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</p> <p>Roll and chase large ball, stopping it with head in front support position facing opposite direction</p>	<p>should exercise to be healthy.</p> <p>I can describe the basic fitness components.</p> <p><b><u>Emerging</u></b> I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><b><u>FUNDAMENTAL SKILLS:</u></b></p> <p><b><u>Co-ordination (sending and receiving)</u></b> Movement and timing to get in a good position. Accuracy and weight of throws. Fluency/rhythm throughout.</p> <p><b><u>Procedural</u></b> Adopt a 'ready position' and communicate with partner so you know when they are ready.</p>
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			<p>ready position. Try repeating several times. movements. <b><u>Agility (ball chasing)</u></b></p> <p>Ability to turn over either shoulder. Timing to get in the right position. Balance/control when collecting the ball</p> <p><u>Procedural</u> Start quickly by pushing off hard with feet and by driving arms ('hips to lips'). Slow down to get into position. Run well past the ball to give you more time. Get into a stable position as early as you can. Move feet quickly to get into the collecting position.</p>		<p><b>Pink Video -</b> Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce.</p> <p>Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.</p>	<p>Focus on accuracy and speed of passes/throws. Keep this going in a circuit for 30 seconds.</p> <p><b><u>Agility (ball chasing)</u></b></p> <p>Ability to turn over either shoulder and to catch the ball. Timing to get in the right position. Balance/control when collecting the ball.</p> <p><u>Procedural</u> When facing partner, turn with a reverse pivot, bend knees and push off. When facing away from partner, use peripheral vision to spot the ball and react quickly. Move feet quickly to get into the collecting position</p>
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