

Year Group Narrative – A summary of what learning is taught in each phase.

| DCCT Curriculum Plan – Planning designed by Derby City School Sport Partnership to compliment the National curriculum programme of study. | | | |
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| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| EYFS | | | |
| KS1 | <u>Autumn</u> Invasion Games – DCCT OAA/ Fitness is Fun – Teacher Led | <u>Spring</u> Gymnastics/ Dance – DCCT Net and Wall Games – Teacher Led | <u>Summer</u> Athletics – Teacher Led |
| LKS2 | <u>Autumn</u> OAA / Fitness is Fun – Teacher Led | <u>Spring</u> Gymnastics/ Dance – DCCT Net and Wall Games – Teacher Led | <u>Summer</u> Striking and Fielding – DCCT Athletics – Teacher Led |
| UKS2 | <u>Autumn</u> Gymnastics/ Dance – DCCT OAA / Fitness is Fun – Teacher Led | <u>Spring</u> Invasion Games/ Net and Ball Games – Teacher Led | <u>Summer</u> Striking and Fielding – DCCT Athletics – Teacher Led |

COVID-19 – GAPS IN KNOWLEDGE ASSESSMENT – KEY FOCUS 2021/ 2022

- Due to Covid-19, pupils have had limited access to some units in the PE National Curriculum. The units most effected have been dance and gymnastics due to the hall being off limits.
- Teachers and staff members feel less confident teaching dance and gymnastics in terms of subject knowledge and delivering effective, engaging sessions.
- Engaging in competitive (against others) and co-operative physical activities, team games and performances have also been acknowledged as gaps in learning due to the restrictions imposed on schools.
- Key transition periods between EYFS and KS1 as well as KS1 to KS2 have also had significant impact – this has resulted in some PE units being missed and therefore have an impact on confidence and knowledge of key skills.

Next steps

- Dance and gymnastics will be covered by Derby County instructors to ensure quality and engagement within the sessions. Teachers will follow the CPD delivery model to improve subject knowledge and confidence when delivering sessions.
- Dance and gymnastics sessions will spend first 2 sessions recapping previous year group's skills to ensure pupils have the necessary knowledge to access National Curriculum objectives. Weekly reviews regarding pupil engagement and progress will take place between the instructor and teacher to ensure a smooth transition between objectives.
- Sport Premium budget will allow for pupils to attend and participate in competitive, team games to compliment the curriculum offer and re-engage pupils with physical education.
- KS1 will do invasion games and fitness is fun as these will be easily adapted to gaps in learning and a recap of skills learned during Covid. This will allow for pupils to feel more comfortable settling into PE in a big group as well as being in the hall for lessons.

PE – Covid 19 – Gaps in knowledge Assessment – Review – Year 5/ 6 Gymnastics and Dance

- During the first sessions pupils' knowledge was assessed via a class survey and physical demonstration of skills (Eg. Rolls, jumps, balance and flexibility)
- Majority of pupils were very apprehensive to perform in front of others
- Behaviour for some pupils was challenging – struggled to be in the hall as well as in a big group.
- Lack of creativity acknowledged – most likely due to gaps in curriculum knowledge and confidence to perform skills.

Actions

- First two sessions were 'recap' lessons which involved reviewing key vocabulary and recapping/ demonstrating and practicing previous skills learnt. This enabled pupils to move on with National Curriculum aims and objectives for upper key stage 2.
- Pupils were encouraged to perform in front of small groups to build confidence. As confidence grew, pupils were able to perform in front of the entire class by the last session.
- Challenging behaviour was tackled by placing pupils in specific groups with TA support where needed. Pre-teaching was also used to engage some pupils.
- Majority of pupils were able to perform and demonstrate objectives
- Changes in attitudes towards learning dance and gymnastics seen in end of unit surveys as well as overall engagement in sessions which increased significantly throughout the unit.

Next steps

- Review measures for tackling gaps in knowledge for Key Stage 1

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| National Curriculum Aims The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none">• 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. | |
| Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: | Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none">• use running, jumping, throwing, and catching in isolation and in combination |

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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 • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • 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 • develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| <p><u>OAA</u> Engage in a range of competitive and co-operative outdoor adventurous activities Explore different ways of communicating, collaborating, and competing. Develop an understanding of how to improve in a variety of outdoor and adventurous activities.</p> | <p><u>Gymnastics</u> Become increasingly competent and confident to excel in a broad range of physical activities Develop fundamental movement skills. Develop flexibility, strength, technique, control, and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Be physically active for a sustained period.</p> |
| <p><u>Dance</u> Pupils will learn how to include emotions into movements, follow musical patterns, learn how to perform a variety of formations, and use cannon and unison to create sequences. Pupils will then perform a sequence of movements using the skills and knowledge they have obtained.</p> | <p><u>Games (Invasion, Striking and Fielding and Net and Wall)</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, and co-ordination, individually and with others. They should be able to engage in competitive (against self and others) and co-operative physical activities, in a range of increasingly challenging situations.</p> |
| <p><u>Fitness is Fun</u> This involves a range of training to help improve general fitness. Pupils will experience interval training like HITT workouts, circuits to improve agility and fitness games to improve hand eye coordination.</p> | <p><u>Athletics</u></p> |

OAA – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|--|--|---|
| Lesson 1 | <p>Children should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>Key Vocabulary</u> Rules, Maps, Partner and Teamwork, Competition Direction</p> | <ul style="list-style-type: none"> Alphabet Search - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Read a simple map to find hidden treasure around the school Follow simple plans of the school | <ul style="list-style-type: none"> Key vocabulary Read a simple map to find treasure around the school |
| Lesson 2 | | <ul style="list-style-type: none"> Scavenger Hunt – Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Read a simple map to find hidden treasure around the school | <ul style="list-style-type: none"> Key vocabulary Read a simple map to find treasure around the school |
| Lesson 3 | | <ul style="list-style-type: none"> Picture/ Word finder activity - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Apply map skills to find treasure around school and create own map for partner Use simple strategies to solve problems Plan a simple route | <ul style="list-style-type: none"> Key vocabulary Read a simple map to find treasure around the school Create simple map for partner to find hidden treasure |
| Lesson 4 | | <ul style="list-style-type: none"> Communication Game - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Directional communication skills/ giving clear instructions Reading a map | <ul style="list-style-type: none"> Key vocabulary Cross referencing skills using maps |
| Lesson 5 | | <ul style="list-style-type: none"> Obstacle course Game - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Working and communicating as a team to overcome obstacles in race Directional vocabulary | <ul style="list-style-type: none"> Key vocabulary Communication Using equipment safely |
| Lesson 6 | | <ul style="list-style-type: none"> Rope shapes/ School Map - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Giving clear instructions to make shapes with a rope | <ul style="list-style-type: none"> Reading points on a map Communication |

OAA – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | Enjoy communicating, collaborating, and competing in physical activities in a range of increasingly challenging situations. | <ul style="list-style-type: none"> Shape discovery/ Using directions - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Give clear instructions to create patterns with a rope Work together as a team to complete challenges Follow simple routes and trails | <ul style="list-style-type: none"> Communicating, collaborating, and competing Following a simple map/ reading route around school |
| Lesson 2 | | <ul style="list-style-type: none"> Obstacle course/ Using clues to follow route - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Use equipment safely Co-operate with others and communicate simple, clear instructions | <ul style="list-style-type: none"> Work safely, follow routes and trails with accuracy Communicate and give feedback |
| Lesson 3 | Start to develop an understanding of how to improve in different activities and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Sound of the Shepherd - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Give clear instructions and co-operate as a team to complete challenges Show leadership skills | <ul style="list-style-type: none"> Complete simple tasks with support and guidance from others Map/ directional skills |
| Lesson 4 | | <ul style="list-style-type: none"> Don't spill the beans - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Recognise simple compass bearings Help each other to solve problems | <ul style="list-style-type: none"> Compass points Read simple plans around the school |
| Lesson 5 | Become increasingly competent in a range of skills and access a broad range of activities. | <ul style="list-style-type: none"> Rope Walk - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Giving clear instructions Use simple strategies to solve problems Develop communication skills | <ul style="list-style-type: none"> Use equipment safely Read maps and give directional commands |
| Lesson 6 | | <ul style="list-style-type: none"> Apply and develop these skills, learning to use them in different ways. | <ul style="list-style-type: none"> Scavenger Hunt - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Applying knowledge of map and compass reading to solve problems and find treasure |
| | <p>Key Vocabulary Rules, Maps, Partner and Teamwork, Competition Direction, Skills Symbols, Move/Travel Safely Instructions, Route, Trust</p> | | | |

OAA – UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|--|---|--|
| Lesson 1 | <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways.</p> <p>Enjoy communicating, collaborating, and competing.</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Vocabulary Rules, Maps, Partner and Team Work, Competition, Direction, Skills, Symbols, Move/Travel Safely, Instructions, Route, Trust, Team Building, Problem Solving, Strategy, Communication (verbal and non-verbal), Algorithm</p> | <ul style="list-style-type: none"> Compass exploring - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Reading and interpreting maps Communicating as a team to solve problems | <ul style="list-style-type: none"> Reading and understanding compass points Reading a map with accuracy to find items |
| Lesson 2 | | <ul style="list-style-type: none"> Robot Race - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Use, understand, and communicate compass points Show leadership skills | <ul style="list-style-type: none"> Reading and understanding compass points Reading a map with accuracy to find items |
| Lesson 3 | | <ul style="list-style-type: none"> Connect Four/ Star Orienteering - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Navigating way through course, communicate with team | <ul style="list-style-type: none"> Record information accurately Follow rules when competing activity |
| Lesson 4 | | <ul style="list-style-type: none"> Mine Field - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Use compass points and directional vocabulary to accurately move teammates through an obstacle | <ul style="list-style-type: none"> Follow a journey planned by teammate Work as a team to solve problem Follow instructions and accept support from partner |
| Lesson 5 | | <ul style="list-style-type: none"> Compass bearings - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Use and follow compass bearings to navigate around the school and use a map to undertake journey | <ul style="list-style-type: none"> Undertake a planned journey on site using compass bearings Use key vocabulary to solve problems/ follow route |
| Lesson 6 | | <ul style="list-style-type: none"> Compass bearings - Explore a range of orienteering and problem-solving activities | <ul style="list-style-type: none"> Use and follow compass bearings to navigate around the school and use a map to undertake journey Create map using knowledge for others to follow | <ul style="list-style-type: none"> Create map and plan a journey from A to B around the school grounds Assess the potential risks associated with journey Record information accurately |

Gymnastics – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|--|--|---|
| Lesson 1 | <p>Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others.</p> <p><u>Key Vocabulary</u></p> <p>Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow</p> | <ul style="list-style-type: none"> Develop fundamental movement skills Perform a simple sequence | <ul style="list-style-type: none"> Travel around space using various movements (skip, hop, jump, log) Show balance Pathways | <ul style="list-style-type: none"> Know a range of fundamental movements skills Show a positive attitude towards gymnastics Perform a linking sequence with control |
| Lesson 2 | | <ul style="list-style-type: none"> Explore ways to create different body shapes Demonstrate different levels whilst performing a sequence | <ul style="list-style-type: none"> Gym shapes Fundamental pathways and levels Co-ordination between movements | <ul style="list-style-type: none"> Know the different gym shapes Co-operate with a partner Perform shapes on different levels |
| Lesson 3 | | <ul style="list-style-type: none"> Explore the log, tuck, and circle rolls Develop strength by performing the animal travels | <ul style="list-style-type: none"> Log roll, tuck roll, circle roll/ teddy bear roll Agility – core Strength | <ul style="list-style-type: none"> Know the key components for the rolls Provide constructive feedback to your partner Perform the rolls applying the key components |
| Lesson 4 | | <ul style="list-style-type: none"> Develop the log, tuck, and circle rolls Include the rolls into a linking sequence | <ul style="list-style-type: none"> Log, tuck, and circle roll into a sequence | <ul style="list-style-type: none"> Understand how to improve your gym rolls Demonstrate peer feedback Perform the rolls in a linking sequence |
| Lesson 5 | | <ul style="list-style-type: none"> Explore the straight, star, and tuck jumps Include flight skills in a sequence | <ul style="list-style-type: none"> Flight skills: take-off and land on balls of feet, bend knees on take-off and landing, swing arms and keep head looking forward Straight jump, star jump, and tuck jump | <ul style="list-style-type: none"> Know the key points to a successful and safe flight Identify strengths and improvements of their partner's skills Perform flight skills in a linking sequence |
| Lesson 6 | | <ul style="list-style-type: none"> Develop balance and strength through a variety of gym skills Create a linking sequence using previously learnt skills | <ul style="list-style-type: none"> Balance: arabesque, front support, back support, arch, and dish | <ul style="list-style-type: none"> Show confidence in a range of body balances Evaluate peers' sequence Create and perform a linking sequence using. Variety of gym skills |

Gymnastics – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|--|---|---|
| Lesson 1 | <p>Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.</p> <p><u>Key Vocabulary</u> Stretch, push, pull, step, spring, crawl, still, slowly, tall, long Forwards, high, low, roll, copy, jump, land, balance</p> | <ul style="list-style-type: none"> Develop the log, tuck, and circle rolls Use partner work to enable good feedback | <ul style="list-style-type: none"> Log roll, tuck roll, circle roll/ teddy bear roll | <ul style="list-style-type: none"> Understand the success criteria for the rolls Work effectively in a partnership Perform a linking sequence with a partner |
| Lesson 2 | | <ul style="list-style-type: none"> Add linking actions to develop rolls Offer constructive feedback to others | <ul style="list-style-type: none"> Log roll, tuck roll, circle roll/ teddy bear roll Rolls with linking sequences | <ul style="list-style-type: none"> Know how to include linking actions into the rolls Continue to develop positive partner working relationships Perform a linking sequence with fluency |
| Lesson 3 | | <ul style="list-style-type: none"> Explain the key components of a good balance Include gym apparatus to develop gym balances | <ul style="list-style-type: none"> Bench balances | <ul style="list-style-type: none"> Can explain the success criteria for balances Work safely with partner while performing balances Include balance skills within fluent sequence |
| Lesson 4 | | <ul style="list-style-type: none"> Know the difference between matching and a mirrored balance Identify how to improve your own and partner's gym skills | <ul style="list-style-type: none"> Match/ Mirror balances | <ul style="list-style-type: none"> Explain or show the difference between matching and mirroring balance Co-operate well with partner to improve gym skills Perform a fluent sequence including matching and mirroring |
| Lesson 5 | | <ul style="list-style-type: none"> Understand the key components for jumps Offer constructive feedback to improve partner's flight skills | <ul style="list-style-type: none"> Straight jump, star jump, and tuck jump Straddle jump, pike jump | <ul style="list-style-type: none"> Explain success criteria for flight skills Provide constructive feedback to partner Perform a fluent sequence including flight skills |
| Lesson 6 | | <ul style="list-style-type: none"> Explore different ways of using apparatus to develop gym balances Continue to develop partner work to improve gym skills and sequence | <ul style="list-style-type: none"> Balance: arabesque, front support, back support, arch, and dish V-sit, 3-point balance | <ul style="list-style-type: none"> Understand how to use apparatus safely Co-operate with partner and provide feedback Create and perform a fluent sequence using gym skills |

Gymnastics – UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|---|---|--|
| Lesson 1 | <p style="color: green;">Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements. Enjoy communicating and collaborating.</p> <p style="color: blue;"><u>Key Vocabulary</u> Muscles, Joints Symmetrical/asymmetrical Rotation, Turn, Shape, Landing, Take-off, Flight Performance/evaluation</p> | <ul style="list-style-type: none"> Develop the log, tuck, and circle rolls Define the difference between symmetry and asymmetry | <ul style="list-style-type: none"> Log roll, tuck roll, circle roll/ teddy bear roll Perform using symmetry and asymmetry | <ul style="list-style-type: none"> Explain the difference between symmetry and asymmetry Provide constructive feedback to partner Perform a linking sequence with fluency and control |
| Lesson 2 | | <ul style="list-style-type: none"> Develop gym skills to enhance body control Show creativity when designing a sequence | <ul style="list-style-type: none"> Balance: arabesque, front support, back support, arch, and dish V-sit, 3-point balance Bent/ straight leg raise, cross position 1/2, long sitting 1/2, scissors position and shoulder stand | <ul style="list-style-type: none"> Analyse and improve own or partner's skills Communicate effectively with a partner Develop a fluent linking sequence |
| Lesson 3 | | <ul style="list-style-type: none"> Explore a range of progressive partner balances Work safely with a gymnastic apparatus | <ul style="list-style-type: none"> Counter tension/ balance, matching/ mirroring and symmetrical/ asymmetrical balance | <ul style="list-style-type: none"> Understand how to work safely with apparatus Contribute within a small group or pair Create and perform a fluent linking sequence with control |
| Lesson 4 | | <ul style="list-style-type: none"> Understand how to jump safely whilst using apparatus Know the success criteria for different gymnastic jumps | <ul style="list-style-type: none"> Jumping techniques Star, straight, pike, tuck, and straddle jump Include 1/4, 1/2, 3/4 turns and full turns | <ul style="list-style-type: none"> Explain a successful jump Work safely in the environment Develop and perform a fluent linking sequence with apparatus |
| Lesson 5 | | <ul style="list-style-type: none"> Lead your own warmups Create, perform, and review a sequence | <ul style="list-style-type: none"> Produce 6-10 stage sequence with previously learnt skills | <ul style="list-style-type: none"> Understand key elements of a warmup Work collaboratively in a small group Create and perform a fluent linking sequence in a small group |

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| Lesson 6 | | <ul style="list-style-type: none">• Work collaboratively to perform a final performance• Improve, perform, and evaluate gymnastic sequences | <ul style="list-style-type: none">• Improve quality of sequence | <ul style="list-style-type: none">• Apply feedback to improve group's sequence• Work collaboratively in a group• Perform a fluent linking sequence with group with control |
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Dance – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|---|--|--|
| Lesson 1 | <p>Know and understand how to maximise personalities by making powerful face and body movement changes.</p> <p>Become increasingly competent and confident and access a broad range of opportunities to extend agility, balance, and coordination.</p> | <ul style="list-style-type: none"> To show a variety of emotions. To create a movement that expresses an emotion. To understand what emotions others are showing | <ul style="list-style-type: none"> Teamwork, Body, facial expressions. Preparation. Creativity | <ul style="list-style-type: none"> All – Understand and see a change in emotions by song or movements Most – Perform a different movement relating to each emotion Some – Able to change movement and facial expression depending on the song being played and perform appropriate movement |
| Lesson 2 | <p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.</p> | <ul style="list-style-type: none"> Understand different tempo within a song. Work within a Beat of 8 Develop movements that can go within a beat of 8 | <ul style="list-style-type: none"> Beats of 8, Rhythm, Tempo, Fundamental movements, Body Language | <ul style="list-style-type: none"> All – Create fundamental movements to perform Most – Change movements within a beat in time with group Some – Understand how to change movements within a beat of 8 and relate movements to emotions |
| Lesson 3 | <p>Begin to compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Vocabulary Space, Repetition Action and reaction, Pattern</p> | <ul style="list-style-type: none"> To understand and explore a range of levels. Implement a range of Levels within a performance. Change levels simultaneously within a beat of 8 | <ul style="list-style-type: none"> Listening, unison, Medium, Low. Body shape, varied movements, Timing | <ul style="list-style-type: none"> All – Able to change between levels, understanding the difference between high,medium,low. Most – Change their Levels on a beat of 8 with a smooth transition. Some – To perform a number of movements within a beat of 16 in unison with a partner. |
| Lesson 4 | | <ul style="list-style-type: none"> Learn what formations are in a dance. Understand how to combine Levels and formations. Be creative with their movements to ensure a variety of performances. | <ul style="list-style-type: none"> Formations, shapes, lines, timing, teamwork, communication. | <ul style="list-style-type: none"> All – Work together in teams to create formations. Most – Able to change formations/levels every 8 beats. Some – Create formations that they can change within beats of 8(4) while showing their facial expressions to convey emotion. |
| Lesson 5 | | <ul style="list-style-type: none"> Understand the difference between Unison and Cannon. Effectively create Unison and Dance movements. Perform a dance including both unison and cannon movements. | <ul style="list-style-type: none"> Unison, Cannon, sequences, timings, transition, movements | <ul style="list-style-type: none"> All – Able to move from one movement to another using either Cannon/Unison. Most – To perform a series of movement using Unison and Cannon for smooth transitions. |

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| | | | | <ul style="list-style-type: none"> Some – Create a performance combining Unison/Cannon movement with a range of emotions and levels |
| Lesson 6 | | <ul style="list-style-type: none"> Pupils to combine previous weeks knowledge for a final performance. Concentrate on linking and timing of movements within their sequence. Understanding what a theme is. | <ul style="list-style-type: none"> Levels, Unison, Cannon, Emotions, Beats of 8, themes, teamwork | <ul style="list-style-type: none"> All – Work together to take part within a final performance. Most – Help to produce a performance including skills learnt from previous weeks. Some – Produce and perform a Dance while maintaining timing and linking the movements. |

Dance – UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. | <ul style="list-style-type: none"> To show a variety of emotions. To create a movement that expresses an emotion. To understand what emotions others are showing | <ul style="list-style-type: none"> Teamwork, Body, facial expressions. Preparation. Creativity | <ul style="list-style-type: none"> All – Understand and see a change in emotions by song or movements Most – Perform a different movement relating to each emotion Some – Able to change movement and facial expression depending on the song being played and perform appropriate movement |
| Lesson 2 | Become more competent, confident, and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work. | <ul style="list-style-type: none"> Understand different tempo within a song. Work within a Beat of 8 Develop movements that can go within a beat of 8 | <ul style="list-style-type: none"> Beats of 8, Rhythm, Tempo, Fundamental movements, Body Language | <ul style="list-style-type: none"> All – Create fundamental movements to perform Most – Change movements within a beat in time with group Some – Understand how to change movements within a beat of 8 and relate movements to emotions |
| Lesson 3 | Confidently compare performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> To understand and explore a range of levels. Implement a range of Levels within a performance. Change levels simultaneously within a beat of 8 | <ul style="list-style-type: none"> Listening, unison, Medium, Low. Body shape, varied movements, Timing | <ul style="list-style-type: none"> All – Able to change between levels, understanding the difference between high,medium,low. Most – Change their Levels on a beat of 8 with a smooth transition. Some – To perform a number of movements within a beat of 16 in unison with a partner. |
| Lesson 4 | <p><u>Key Vocabulary</u></p> <p>Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction</p> | <ul style="list-style-type: none"> Learn what formations are in a dance. Understand how to combine Levels and formations. Be creative with their movements to ensure a variety of performances. | <ul style="list-style-type: none"> Formations, shapes, lines, timing, teamwork, communication. | <ul style="list-style-type: none"> All – Work together in teams to create formations. Most – Able to change formations/levels every 8 beats. Some – Create formations that they can change within beats of 8(4) while showing their facial expressions to convey emotion. |
| Lesson 5 | | <ul style="list-style-type: none"> Understand the difference between Unison and Cannon. Effectively create Unison and Dance movements. Perform a dance including both unison and cannon movements. | <ul style="list-style-type: none"> Unison, Cannon, sequences, timings, transition, movements | <ul style="list-style-type: none"> All – Able to move from one movement to another using either Cannon/Unison. Most – To perform a series of movement using Unison and Cannon for smooth transitions. |

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| | | | | <ul style="list-style-type: none"> Some – Create a performance combining Unison/Cannon movement with a range of emotions and levels |
| Lesson 6 | | <ul style="list-style-type: none"> Pupils to combine previous weeks knowledge for a final performance. Concentrate on linking and timing of movements within their sequence. Understanding what a theme is. | <ul style="list-style-type: none"> Levels, Unison, Cannon, Emotions, Beats of 8, themes, teamwork | <ul style="list-style-type: none"> All – Work together to take part within a final performance. Most – Help to produce a performance including skills learnt from previous weeks. Some – Produce and perform a Dance while maintaining timing and linking the movements. |

Invasion Games – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|---|---|--|
| Lesson 1 | <p>Develop fundamental movement skills, becoming increasingly competent and confident.</p> <p>Access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others.</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><u>Key Vocabulary</u> Striking, Catching, Own space Team, Speed, Direction Passing, Controlling, Shooting Scoring</p> | <ul style="list-style-type: none"> Understand how to use space safely Explore skills that are used in defending Understand fundamental movement skills | <ul style="list-style-type: none"> Move around space safely Show control when performing the movement skills | <ul style="list-style-type: none"> Describe what is meant by fundamental movement skills Stay within the safe space throughout the lesson Show defending skills to protect their tail |
| Lesson 2 | | <ul style="list-style-type: none"> Understand the term attacking Develop fundamental movement skills when using safe space | <ul style="list-style-type: none"> Move around in a space safely, show control when doing skills, look up when moving and be quick to perform different commands | <ul style="list-style-type: none"> Work in a safe space Describe how to retrieve a partner's tail Perform attacking skills successfully in competitive activity |
| Lesson 3 | | <ul style="list-style-type: none"> Understand how to throw underarm with control Develop fundamental movement skills | <ul style="list-style-type: none"> Move around in a space safely, show control when doing skills, look up when moving and be quick to perform different commands | <ul style="list-style-type: none"> Describe how to throw underarm Show the correct body position when throwing underarm Change the power when throwing distance increases |
| Lesson 4 | | <ul style="list-style-type: none"> Understand how to catch with control Develop underarm throw | <ul style="list-style-type: none"> Hands cupped together ready to receive Balanced body position | <ul style="list-style-type: none"> Describe how to catch with the correct technique Use two hands when catching Understand the importance of throwing accurately |
| Lesson 5 | | <ul style="list-style-type: none"> Apply fundamental skills learnt in a simple attacking and defending game Understand importance of working in a team | <ul style="list-style-type: none"> Hands cupped together ready to receive Balanced body position | <ul style="list-style-type: none"> Show good communication skills when working as a team Make simple decisions when working as a team Throw and catch with some control when under pressure |
| Lesson 6 | | <ul style="list-style-type: none"> Understand how to stop the opposition from scoring Develop fundamental movement skills | <ul style="list-style-type: none"> Look at partner, ready position, stay on toes, keep good body balance | <ul style="list-style-type: none"> Show the correct ready position Stay focused on the opposition to stop from scoring Describe tactics used to stop partner from scoring |

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| Lesson 7 | | <ul style="list-style-type: none"> • Understand how to score against an opponent • Develop fundamental movement skills | <ul style="list-style-type: none"> • Dodging opponent skills, reacting to opponent | <ul style="list-style-type: none"> • Perform fundamental movement skills with control and accuracy • Show success when trying to score past opponent • Explain tactics used to score |
| Lesson 8 | | <ul style="list-style-type: none"> • Develop simple tactics for attacking and defending • Understand the importance of feedback | <ul style="list-style-type: none"> • Applying fundamental movement skills appropriately • Applying attacking and defending tactics | <ul style="list-style-type: none"> • Show confidence when performing fundamental movement skills • Describe simple tactics used for attacking and defending • Feedback to each other with positive comments |

Invasion Games – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|---|---|---|
| Lesson 1 | Continue to develop fundamental movement skills and become increasingly confident and competent. | <ul style="list-style-type: none"> Recap on fundamental movement skill previously learnt Explore ways to keep possession of the ball | <ul style="list-style-type: none"> Simple tactics to keep possession Throwing and catching skills | <ul style="list-style-type: none"> Identify and perform a range of fundamental movement skills Describe simple tactics used in the game to keep possession Show accurate throwing and catching skills |
| Lesson 2 | Apply a broader range of skills, learning how to use them in different ways. | <ul style="list-style-type: none"> Develop passing skills Understand the importance of teamwork | <ul style="list-style-type: none"> Passing Teamwork | <ul style="list-style-type: none"> Describe the elements of successful passing Show accuracy and control when passing Use good teamwork skills when playing a game |
| Lesson 3 | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations and enjoy communicating, collaborating, and competing. | <ul style="list-style-type: none"> Develop receiving skills Identify space when playing a game | <ul style="list-style-type: none"> Receiving techniques Body control when passing Moving into space | <ul style="list-style-type: none"> Describe how to receive using the correct technique Show control of the body when receiving a pass Move into a space to catch/ receive successfully |
| Lesson 4 | Know and understand how to position themselves to make defending an area easier. | <ul style="list-style-type: none"> Explore how to get free from an opponent To show effective communication with teammates | <ul style="list-style-type: none"> Breaking away from opponent Applying fast movements Team communication | <ul style="list-style-type: none"> Describe a range of ways of getting free from an opponent Show fast, quick movements when trying to get past an opponent Communicate with each other when defending |
| Lesson 5 | Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Explore different ways to defend Demonstrate awareness when moving | <ul style="list-style-type: none"> Defending Stopping attacker Using space in a game | <ul style="list-style-type: none"> Show a variety of ways to defend Devise own tactics to stop the attacker from getting the ball Use the space to create opportunities |
| Lesson 6 | <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Vocabulary Keep possession, Scoring goals Keeping score, Making space</p> | <ul style="list-style-type: none"> Improve ability to choose and use simple tactics Know when to mark the player and when to mark the space | <ul style="list-style-type: none"> Game awareness – ability to think and react quickly | <ul style="list-style-type: none"> Show awareness of what is going on around you Decide quickly where and when to pass the ball Vary tactics depending on the game situation |
| Lesson 7 | | <ul style="list-style-type: none"> Evaluate others work using simple criteria Improve all fundamental movement skills | <ul style="list-style-type: none"> Analyse own performance and that of others Take on feedback and use knowledge to give contrastive feedback | <ul style="list-style-type: none"> Describe similarities and differences between others Watch others and give ideas on how to improve skills Show good control of fundamental movement skills |

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| Lesson 8 | Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending Hitting | <ul style="list-style-type: none">• Play in a tournament• Work effectively in a team• Umpire games | <ul style="list-style-type: none">• Apply knowledge within a game setting• Communication | <ul style="list-style-type: none">• Show a pulse raising activity and stretches within the warm-up• Decide as a team who is playing attacking and defending positions• Suggest tactics to use in the game |
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Invasion Games (Football) UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|---|---|--|
| Lesson 1 | <p>Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement.</p> <p>Develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Further develop and understand resilience and fairness in sports.</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Key Vocabulary Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Defending, Offside, Pitch</p> | <ul style="list-style-type: none"> Know how to dribble the ball using different parts of the foot Understand the importance of space when dribbling | <ul style="list-style-type: none"> Dribbling | <ul style="list-style-type: none"> Keep control of the ball when dribbling Keep the ball close to the body when dribbling Show awareness of space when moving with the ball |
| Lesson 2 | | <ul style="list-style-type: none"> Know how to dribble the ball using different parts of the foot Understand the importance of space when dribbling | <ul style="list-style-type: none"> Dribbling | <ul style="list-style-type: none"> Keep control of the ball when dribbling Keep the ball close to the body when dribbling Show awareness of space when moving with the ball |
| Lesson 3 | | <ul style="list-style-type: none"> Pass with accuracy when under pressure Identify strengths and weaknesses when passing | <ul style="list-style-type: none"> Passing ball | <ul style="list-style-type: none"> Make a short, controlled pass Communicate with partner Make changes that could improve passing technique |
| Lesson 4 | | <ul style="list-style-type: none"> Know how to shoot using the correct technique Apply a range of strategies when playing a game | <ul style="list-style-type: none"> Shooting | <ul style="list-style-type: none"> Describe the key points of the shooting technique Show the power and accuracy when shooting Play effectively in a team |
| Lesson 5 | | <ul style="list-style-type: none"> Identify the fundamental movement skills used in defending Develop simple defending principles | <ul style="list-style-type: none"> Defending Marking, tackling and interception | <ul style="list-style-type: none"> Use strong body position when defending Show tackling, marking and interception when defending Communicate as a team to decide strategies when defending |
| Lesson 6 | | <ul style="list-style-type: none"> Learn how to close the space when defending | <ul style="list-style-type: none"> Using space when defending | <ul style="list-style-type: none"> Show a low balanced position with their heads up ready to react to attackers Make a quick decision when closing down the ball Know when to do this in a game |
| Lesson 7 | | <ul style="list-style-type: none"> Use a range of tactics in attack and defence Enjoying competing with each other | <ul style="list-style-type: none"> Attack and defence positions | <ul style="list-style-type: none"> Defence as a pair, show the attackers certain way to cut down the space Make changes to improve performance |

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| | | | | <ul style="list-style-type: none"> • Show good sportsmanship when playing as a team |
| Lesson 8 | | <ul style="list-style-type: none"> • Play in a tournament • Work effectively as a team | <ul style="list-style-type: none"> • Apply knowledge to game situation • Communication | <ul style="list-style-type: none"> • Show a pulse raising activity and stretches within the warm-up • Decide as a team who is playing attacking and defending positions • Suggest tactics to use in the game |

Striking and fielding – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|---|--|--|
| Lesson 1 | <p>Develop fundamental movement skills, becoming increasingly competent and confident.</p> <p>Access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others.</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><u>Key Vocabulary</u> Striking, Catching, Own space Team, Speed, Direction, Passing Controlling, Shooting, Scoring</p> | <ul style="list-style-type: none"> Roll a small ball with control Identify fundamental movement skills | <ul style="list-style-type: none"> Change movements when moving Underarm roll, control when rolling, sending ball in right direction | <ul style="list-style-type: none"> Perform fundamental skills Show correct technique when rolling/ sending a ball Communicating with each other |
| Lesson 2 | | <ul style="list-style-type: none"> Roll and stop a ball with control Plan a simple fielding tactic | <ul style="list-style-type: none"> Aim accurately when rolling, underarm rolling, sending ball with correct speed | <ul style="list-style-type: none"> Perform fundamental skills with control Show control and accuracy when sending and stopping ball Intercept and stop opponent's ball |
| Lesson 3 | | <ul style="list-style-type: none"> Throw and catch a ball with control Send a ball into a space | <ul style="list-style-type: none"> Underarm throwing, balance before releasing ball, correct throwing speed, catching position | <ul style="list-style-type: none"> Develop fundamental movement skills Show control and accuracy when throwing and catching Decide where to send the ball in order to score points |
| Lesson 4 | | <ul style="list-style-type: none"> Retrieve a ball and send with accuracy Send a ball into a space Explore ways of stopping the ball | <ul style="list-style-type: none"> Skills to stop a ball, judging ball speed, how to retrieve the ball and accuracy when rolling/ sending | <ul style="list-style-type: none"> Develop fundamental movement skills Control body when retrieving a ball Decide where to send the ball to score the most points Show accuracy when sending the ball back |
| Lesson 5 | | <ul style="list-style-type: none"> Develop hand eye co-ordination skills Use simple tactics | <ul style="list-style-type: none"> Underarm throwing, two handed catches, throwing accuracy | <ul style="list-style-type: none"> Remember the order in which the ball travels Show accurate throwing and catching Make simple decisions of where to send the ball in game |
| Lesson 6 | | <ul style="list-style-type: none"> Practise and improve fundamental skills Develop simple tactics in a game | <ul style="list-style-type: none"> Communication skills within a game, accuracy when passing, rolling, and throwing, choosing correct speed | <ul style="list-style-type: none"> Control bodies when performing fundamental movements Work well and communicate in a small group Describe what tactics have helped in the game |

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| Lesson 7 | | <ul style="list-style-type: none"> • Improve throwing and catching • Use hand eye co-ordination to hit the ball | <ul style="list-style-type: none"> • Accurately throwing and catching to a partner | <ul style="list-style-type: none"> • Show accuracy throwing to enable partner to hit the ball • Make contact with the ball using hand • Use two hands to catch the ball to become successful |
| Lesson 8 | | <ul style="list-style-type: none"> • Show awareness of space • Choose a range of skills that suit the needs of the game | <ul style="list-style-type: none"> • Applying ball skills in a game situation | <ul style="list-style-type: none"> • Show awareness of opponents and teammates when playing games • Discuss and make choices with teammates • Practise to improve ball skills |

Striking and Fielding – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|---|--|--|
| Lesson 1 | <p>Continue to develop fundamental movement skills and become increasingly confident and competent.</p> <p>Apply a broader range of skills, learning how to use them in different ways.</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations and enjoy communicating, collaborating, and competing.</p> <p>Know and understand how to position themselves to make defending an area easier.</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><u>Key Vocabulary</u> Keep possession, Scoring goals</p> | <ul style="list-style-type: none"> Recap fundamental movement skills Know how to send underarm and receive a ball with control | <ul style="list-style-type: none"> Accurate throwing and catching | <ul style="list-style-type: none"> Perform basic fundamental skills with control Use the correct technique when sending and receiving Recognise when a partner needs to improve performance |
| Lesson 2 | | <ul style="list-style-type: none"> Know how to send a ball using overarm throw Develop fundamental movement skills | <ul style="list-style-type: none"> Overarm throw Use non-throwing hand Looking for space | <ul style="list-style-type: none"> Perform basic fundamental movement skills with good control To throw in a forward, straight direction Select the correct type of throw to suit the needs of the game |
| Lesson 3 | | <ul style="list-style-type: none"> Develop a range of fielding skills Work together and respect teammates | <ul style="list-style-type: none"> Stopping ball using body, ball retrieval and ball control, field positions | <ul style="list-style-type: none"> Make decisions quickly when returning the ball Understand where to stand when fielding Show good communication with others |
| Lesson 4 | | <ul style="list-style-type: none"> Explore simple striking skills Choose a range of simple tactics when playing a game | <ul style="list-style-type: none"> Ball control, game decision making, accuracy when throwing | <ul style="list-style-type: none"> Develop fundamental movement skills Control body when retrieving the ball Decide where to send the ball to score the most points Show accuracy when sending the ball back |
| Lesson 5 | | <ul style="list-style-type: none"> Aim to strike a ball accurately Devise own rules and scoring system | <ul style="list-style-type: none"> Using equipment to hit ball, game communication | <ul style="list-style-type: none"> Make contact with ball using a variety of equipment Hit the ball into a target zone Enjoy competing and communicating with team |
| Lesson 6 | | <ul style="list-style-type: none"> Refine throwing and catching skills Evaluate strengths and weaknesses when playing as a team | <ul style="list-style-type: none"> Ball control and accuracy Giving and taking on feedback | <ul style="list-style-type: none"> Show control and accuracy when throwing and catching Work as a team, showing good communication skills Evaluate own and other performances, give recommendations for improvement |
| Lesson 7 | | <ul style="list-style-type: none"> Play a range of roles in a fielding team Strike accurately when playing a game | <ul style="list-style-type: none"> Backstop and deep fielder role Change tactics/ adapt to game | <ul style="list-style-type: none"> Make contact with the ball and choose where to send it in order to gain the most runs Understand the difference between playing a backstop and a deep fielder role |

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| | Keeping score, making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending Hitting | | | <ul style="list-style-type: none"> • Change fielding tactics accordingly to these rules |
| Lesson 8 | | <ul style="list-style-type: none"> • Show awareness of space • Choose a range of skills that suit the needs of the game | <ul style="list-style-type: none"> • Teammate/ opponent awareness • Making choices within a game | <ul style="list-style-type: none"> • Show awareness of opponents and teammates during game • Discuss and make choices with teammates • Practise to improve skills |

Striking and Fielding (Cricket)– UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|--|---|---|--|
| Lesson 1 | Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement. | <ul style="list-style-type: none"> Identify the fundamental movement skills used in cricket Explore a range of techniques when throwing | <ul style="list-style-type: none"> Changing height and speed of ball when throwing Reaction skills | <ul style="list-style-type: none"> Explore the different fundamental movement skills used in cricket Know when to change the height and speed of the ball when throwing Show good reaction skills to stop the ball touching the floor |
| Lesson 2 | Develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Learn the correct batting stance Know how to strike a stationary ball with control and direction | <ul style="list-style-type: none"> Body position when batting Striking | <ul style="list-style-type: none"> Perform the correct side on. Body position when batting Follow through the batting strike to target Applying striking into competitive games with accuracy |
| Lesson 3 | Further develop and understand resilience and fairness in sports. | <ul style="list-style-type: none"> Learn how to strike a drop fed ball Recognise own strengths and weaknesses when batting | <ul style="list-style-type: none"> Hitting fed ball accurately | <ul style="list-style-type: none"> To hit a drop fed ball accurately Show more confidence when batting Identify practises that could improve performance |
| Lesson 4 | Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Know how to bowl using the correct technique Perform this technique with accuracy | <ul style="list-style-type: none"> Bowling grip Ball control Assessing own performance | <ul style="list-style-type: none"> Hold a ball using the correct bowling grip Show good control when performing the bowling action Identify strengths and weaknesses in others bowling |
| Lesson 5 | Key Vocabulary Passing, Attackers/defenders, Team play, Batting, Forehand/backhand | <ul style="list-style-type: none"> Understand how to differentiate bowling Know when to apply this knowledge in a game | <ul style="list-style-type: none"> Speeds when bowling Simple game tactics Communication | <ul style="list-style-type: none"> Use different speeds when bowling Show simple tactics when bowling in four wicket crickets Communicate with each other when batting |
| Lesson 6 | | <ul style="list-style-type: none"> Learn a variety of fielding techniques Improve batting skills | <ul style="list-style-type: none"> Fielding the ball Applying techniques in game situation Appropriate reactions in game | <ul style="list-style-type: none"> Show various ways to fielding the ball, long barrier and one-handed pick up Identify when to use these techniques in a game Judge when to run and when to stop |
| Lesson 7 | | <ul style="list-style-type: none"> Use a range of tactics when batting and fielding Evaluate and recognise own success | <ul style="list-style-type: none"> Team communication Analysing performance | <ul style="list-style-type: none"> Communicate with each other to plan tactics Describe what made your performance effective |

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| | | | | <ul style="list-style-type: none"> • Show good sportsmanship when playing against each other |
| Lesson 8 | | <ul style="list-style-type: none"> • Play in a tournament • Work effectively in a team • Umpire games | <ul style="list-style-type: none"> • Applying knowledge during a game situation | <ul style="list-style-type: none"> • Show a pulse raising activity and stretches within the warm-up • Make decisions as a team • Suggest tactics to use in the games |

Net and Wall Games – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|--|--|--|
| Lesson 1 | <p>Develop fundamental movement skills, becoming increasingly competent and confident.</p> <p>Access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others.</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><u>Key Vocabulary</u> Striking, Catching, Own space Team, Speed, Direction, Passing Controlling, Shooting, Scoring</p> | <ul style="list-style-type: none"> Develop control and accuracy when sending Explore fundamental movement skills | <ul style="list-style-type: none"> Control when throwing, looking at target, power of throw | <ul style="list-style-type: none"> Show control with the beanbag Point and look at the target Control the power when throwing |
| Lesson 2 | | <ul style="list-style-type: none"> Throw accurately at a range of targets over different distances Develop fundamental movement skills | <ul style="list-style-type: none"> Accuracy when throwing, throwing at different heights, speeds, and distances | <ul style="list-style-type: none"> Show a range of fundamental movement skills Throw at different heights, speeds, and distances Use tactics when throwing into targets |
| Lesson 3 | | <ul style="list-style-type: none"> Develop their sending and receiving skills Improve fundamental movement skills | <ul style="list-style-type: none"> Ball control, playing safely within a space | <ul style="list-style-type: none"> Show a range of fundamental movement skills with control Catch a ball alone when bouncing Accurately throw ball over different distances |
| Lesson 4 | | <ul style="list-style-type: none"> Develop catching skills Improve throwing skills | <ul style="list-style-type: none"> Standing with good balance, throwing, and catching accuracy | <ul style="list-style-type: none"> Showing spatial awareness Show accuracy when throwing underarm Catch a ball using a cone with some success |
| Lesson 5 | | <ul style="list-style-type: none"> Know how to hold a racket using correct technique Send an object using the racket | <ul style="list-style-type: none"> Hold racket properly with good stance | <ul style="list-style-type: none"> Hold a racket with correct grip Balance a beanbag/ ball on the racket Show accuracy when sending beanbag to target |
| Lesson 6 | | <ul style="list-style-type: none"> Send a ball with control in a rally Use differentiated equipment to return a ball | <ul style="list-style-type: none"> Judging speed with rackets | <ul style="list-style-type: none"> Judge how hard you need to hit the ball to be successful when returning Feed the ball with accuracy Return the ball with control |
| Lesson 7 | | <ul style="list-style-type: none"> Develop sending and receiving skills as a team Understand the importance of communication | <ul style="list-style-type: none"> Finding space within a game, ready position, returning ball promptly | <ul style="list-style-type: none"> Show accuracy when feeling the ball Choose the best place to send the ball to make it difficult to return Communicate as a team |

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| Lesson 8 | | <ul style="list-style-type: none">• Choose a range of skills that suit the needs of the game• Decide own rules to modify the game | <ul style="list-style-type: none">• Applying tactics and skills learnt | <ul style="list-style-type: none">• Show control and balance when performing fundamental skills• Co-operate with team when making decisions• Use rules fairly and effectively when working in a team |
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Net and Wall Games – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
|----------|---|---|---|---|
| Lesson 1 | Continue to develop fundamental movement skills and become increasingly confident and competent. | <ul style="list-style-type: none"> Know what the ready position is Develop control of sending over a distance | <ul style="list-style-type: none"> Ready position Using power/ different strengths Game tactics | <ul style="list-style-type: none"> Demonstrate the correct stance for the ready position Understand the importance of power when sending over a range of distances Discuss simple tactics when trying to score a point |
| Lesson 2 | Apply a broader range of skills, learning how to use them in different ways. | <ul style="list-style-type: none"> Identify the fundamental movement skills used in the lesson Develop control of equipment | <ul style="list-style-type: none"> Using equipment with control Ball accuracy | <ul style="list-style-type: none"> Demonstrate a range of fundamental movement skills with control Explain the importance of controlling equipment Push a ball with accuracy when working with a partner |
| Lesson 3 | Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations and enjoy communicating, collaborating, and competing. | <ul style="list-style-type: none"> Learn the importance of feeding the ball accurately Maintain control during a rally with a partner | <ul style="list-style-type: none"> Applying accuracy, power, and control within game | <ul style="list-style-type: none"> Show good control when attempting to return it Demonstrate correct use of power Stand in the ready position when rallying |
| Lesson 4 | Know and understand how to position themselves to make defending an area easier. | <ul style="list-style-type: none"> Know how to change the speed of the ball when playing in a game Suggest ideas to improve performance | <ul style="list-style-type: none"> Changing speed during a game Giving and taking feedback | <ul style="list-style-type: none"> Describe how to change the power of the ball Choose the right power before sending the ball Identify changes that could improve own and other's performance |
| Lesson 5 | Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Explore the volley shot Know when to use the volley shot when rallying with a partner | <ul style="list-style-type: none"> Volleying Racket control | <ul style="list-style-type: none"> Show a good body position when volleying Control the direction of the volley with good racket control Choose the correct time to volley |
| Lesson 6 | | <ul style="list-style-type: none"> Learn how to use the knowledge of attacking and defending skills Choose a range of simple tactics to use in a game | <ul style="list-style-type: none"> Attacking and defending skills Communication | <ul style="list-style-type: none"> Organise each other well when playing in a team Discuss what tactics to use and show these during the game Perform simple attacking and defending skills as a team |
| Lesson 7 | <p>Key Vocabulary</p> <p>Keep possession, Scoring goals, Keeping score, making space, Pass/send/receive, Travel with a ball, Make use of space,</p> | <ul style="list-style-type: none"> Evaluate each other's work using simple criteria Improve all fundamental movement skills | <ul style="list-style-type: none"> Taking on feedback to improve skills Observing and giving feedback to others Applying games knowledge | <ul style="list-style-type: none"> Describe similarities and differences between others Watch others and give ideas of how to improve skills |

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| | Points/goals, Rules, Tactics, Batting, Fielding, Defending Hitting | | | <ul style="list-style-type: none"> Show good control of fundamental movement skills |
| Lesson 8 | | <ul style="list-style-type: none"> Create a net/wall game Choose a range of skills that suit the needs of the game | <ul style="list-style-type: none"> Applying knowledge and thinking creatively Communication | <ul style="list-style-type: none"> Show awareness of opponents and teammates when playing the game Discuss and make choices with teammates – what skills suit the game |

Net and Wall Games (Tennis) – UKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement. | <ul style="list-style-type: none"> Know how to send a ball using the correct power Learn the 'ready' position | <ul style="list-style-type: none"> Ready position Ball power | <ul style="list-style-type: none"> Show the ready position when waiting for the ball Change power of the ball when sending over a range of distances |
| Lesson 2 | | <ul style="list-style-type: none"> Use a racket with the correct technique Understand how to perform a forehand shot | <ul style="list-style-type: none"> Use a racket Forehand shot | <ul style="list-style-type: none"> Show correct grip when holding the racket Perform the forehand shot with some control Apply the ready position during competition |
| Lesson 3 | Develop and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Learn how to perform a backhand shot Know where to stand in order to receive the ball | <ul style="list-style-type: none"> Backhand shot Space to receive ball | <ul style="list-style-type: none"> Show correct grip of the racket when performing the backhand Understand when to use this shot Recover to the middle after all shots |
| Lesson 4 | | <ul style="list-style-type: none"> Know what a volley shot is Understand when to use this shot | <ul style="list-style-type: none"> Volley shot | <ul style="list-style-type: none"> Describe key points of the volley shot Perform either backhand or forehand shot with some success Show good ready position when playing in a rally |
| Lesson 5 | Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> Develop technique of the forehand, backhand and volley shot Learn simple scoring rules | <ul style="list-style-type: none"> Backhand, forehand, volley shot Scoring rules | <ul style="list-style-type: none"> Become more confident when playing a variety of shots Know when to play different shots Apply simple scoring rules when playing in a game |
| Lesson 6 | | <ul style="list-style-type: none"> Understand when to attack Assess others work | <ul style="list-style-type: none"> Attacking positions | <ul style="list-style-type: none"> Describe when to attack and try and win the point Identify strengths and weaknesses Suggest ways for improvement |
| Lesson 7 | | <ul style="list-style-type: none"> Use a range of tactics when playing against another team Evaluate and recognise own success | <ul style="list-style-type: none"> Decision making within a game Applying tactics | <ul style="list-style-type: none"> Make a quick decision when playing against another team Describe what made your performance effective Show good sportsmanship when playing against each other |

Key Vocabulary
Rally, serve, forehand, backhand, court, racquet, doubles

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| Lesson 8 | | <ul style="list-style-type: none">• Play in a tournament• Work effectively in a team• Umpire games | <ul style="list-style-type: none">• Apply tactics in a game situation• Communication | <ul style="list-style-type: none">• Show a pulse raising activity and stretches within the warm-up• Make decisions as a team• Suggest tactics to use in the game |
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Fitness is Fun – KS1

| | National Curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | Develop fundamental movement skills, becoming increasingly competent and confident. | <ul style="list-style-type: none"> To know and understand what is meant by interval training Explore a range of interval activities | <ul style="list-style-type: none"> Sprinting, high knees, back raises, frog squats, mountain climbers, star jumps | <ul style="list-style-type: none"> Describe what interval training is Perform each of the activities with good effort Encourage each other |
| Lesson 2 | Access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others. | <ul style="list-style-type: none"> To know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Star jumps, squats, arm swings, side slides, squat and hold, high knees running, hoping, wall sit, shuttle run, arm circles, back raise, step ups, knee tucks, heel flick running, lunges, heel touch squats, chest press, sideways jumping | <ul style="list-style-type: none"> Describe what a circuit is Perform each exercise with good effort Encourage each other |
| Lesson 3 | Engage in competitive and cooperative physical activities in a range of increasingly challenging situations. | <ul style="list-style-type: none"> To know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Coordination Circuit – reaction catch, target ball throws, partner ball throw, balance relay, run and throw, cone catcher | <ul style="list-style-type: none"> Describe what a circuit is Perform each exercise with good effort Encourage each other |
| Lesson 4 | <u>Key Vocabulary</u> Circuit training/ stations, exercise, interval training | <ul style="list-style-type: none"> To understand what is meant by agility training Explore a range of agility stations | <ul style="list-style-type: none"> Ability to move quickly and easily when faced with different challenges | <ul style="list-style-type: none"> Describe what is meant by agility Perform each exercise with good effort Encourage each other |
| Lesson 5 | | <ul style="list-style-type: none"> To understand what is meant by agility training Explore a range of agility stations | <ul style="list-style-type: none"> Ability to move quickly and easily when faced with different challenges during a game setting | <ul style="list-style-type: none"> Describe what is meant by agility Perform each exercise with good effort Encourage each other |

Fitness is Fun – LKS2

| | National Curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | <ul style="list-style-type: none"> To know and understand what is meant by interval training Explore a range of interval activities | <ul style="list-style-type: none"> HIIT workout | <ul style="list-style-type: none"> Describe what interval training is/ how it can improve fitness levels Perform each activity with good effort/ maximum effort Encourage each/ help to improve each other |
| Lesson 2 | Pupils should learn to develop flexibility, strength, technique, control, and balance. | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Circuit exercises – walking lunges, skipping, chest press, lateral hopping, shuttle runs, straight arm plank, back raises, walk outs, ankle walk, side lunges, Squat thrusts, straight leg hip raise, sit ups, jogging – arm swings, top to toe squat, dish lift, quick side steps, crunches, triceps bridge, lateral walking squat, bridge lift, frog squats, straight leg swing, knee tucks | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |
| Lesson 3 | Key Vocabulary Circuit training/ stations, exercise, interval training, HIIT, fitness levels, maximum effort | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Circuit exercises – walking lunges, skipping, chest press, lateral hopping, shuttle runs, straight arm plank, back raises, walk outs, ankle walk, side lunges, Squat thrusts, straight leg hip raise, sit ups, jogging – arm swings, top to toe squat, dish lift, quick side steps, crunches, triceps bridge, lateral walking squat, bridge lift, frog squats, straight leg swing, knee tucks | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |
| Lesson 4 | | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Complete a hand eye coordination circuit – reaction catch, racket hand, ball throw, balance relay, run and throe, roll ball | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |

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| Lesson 5 | | <ul style="list-style-type: none">• To Know and understand what is meant by agility training• Explore a range of agility stations | <ul style="list-style-type: none">• Throughout circuit, pupils will: change direction of the body quickly and efficiently, travel using different directions | <ul style="list-style-type: none">• Describe what a agility session is/ how it can improve fitness levels• Perform each exercise with good/ maximum effort• Encourage others/ encourage each other to improve performance |
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Fitness is Fun – UKS2

| | National curriculum | Learning Objective | Skills | Knowledge |
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| Lesson 1 | <p>Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should learn to develop flexibility, strength, technique, control, and balance.</p> <p><u>Key Vocabulary</u></p> <p>Circuit training/ stations, exercise, interval training, HIIT, fitness levels, maximum effort, endurance, agility</p> | <ul style="list-style-type: none"> To know and understand what is meant by interval training Explore a range of interval activities | <ul style="list-style-type: none"> HIIT workout – enhance and develop speed, endurance and improve general fitness | <ul style="list-style-type: none"> Describe what interval training is/ how it can improve fitness levels Perform each activity with good effort/ maximum effort Encourage each/ help to improve each other |
| Lesson 2 | | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Circuit workout – develop and enhance power, strength, co-ordination, and flexibility. Plank, burpees, triceps dips, sit ups, side to side jumping, mountain climbers, jumping squats, heel flick running, etc. | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |
| Lesson 3 | | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Circuit workout – develop and enhance power, strength, co-ordination, and flexibility. Plank, burpees, triceps dips, sit ups, side to side jumping, mountain climbers, jumping squats, heel flick running, etc. | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |
| Lesson 4 | | <ul style="list-style-type: none"> To Know and understand what is meant by circuit training Explore a range of circuit stations | <ul style="list-style-type: none"> Sport specific circuit – stations work to improve ball skills and increase speed | <ul style="list-style-type: none"> Describe what a circuit session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |
| Lesson 5 | | <ul style="list-style-type: none"> To Know and understand what is meant by agility training Explore a range of agility stations | <ul style="list-style-type: none"> Develop and enhance power, balance, speed, co-ordination and sport specific skills | <ul style="list-style-type: none"> Describe what a agility session is/ how it can improve fitness levels Perform each exercise with good/ maximum effort Encourage others/ encourage each other to improve performance |

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| Athletics | Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance, and coordination. | Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, and coordination. | Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. |
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