

They should enjoy communicating, collaborating and competing with each other (understanding how to work with other winning and losing)

- Andertons centre – team building games
- Inflatable games and interaction (house cup games each term).

Healthy benefits of physical activity

- Mini dukes challenge – walking up riving ton
- .

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect U7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Vocabulary.
Year 1	Co-ordination/ static balances.	Co-ordination/ static balances.	Dynamic Balance To Agility: Jumping and Landing/ Static Balance: Seated	Dynamic Balance To Agility: Jumping and Landing/ Static Balance: Seated	Coordination: Ball Skills/ Counter Balance: With a Partner	Coordination: Ball Skills/ Counter Balance: With a Partner	
	They move in a variety of ways.	They move in a variety of ways, They link movements in a simple sequence, although they may require support To do this	They link movements in a simple sequence, although they may require support To do this They recognise small and large apparatus and use it with some basic control	They recognise small and large apparatus and use it with some basic control	They take turns with a partner or in a small group They throw and kick a ball, but lack direction.	Pupils work in pairs and in small groups cooperatively, although they may need support To follow instructions and keep on task. They throw and kick a ball, but lack direction.	
	<i>Lesson 1 – To express ourselves through movements using different speeds and following instructions such as faster and slower.</i> <i>Lesson 2 – To explore</i>	<i>Lesson 1 – To explore and apply movements - hopping and sidestepping</i> <i>Lesson 2 – To express preference when exploring</i>	<i>Lesson 1 – To explore movement through story – Using different movements to move forward, backwards, sideways, in time with a beat.</i>	<i>Lesson 1 – To explore and apply movements from previous lessons. Children demonstrate to others how to complete a movement. The</i>	<i>Lesson 1 – To explore static movements and shapes – using fingertips and a large ball, move the ball from one hand to another (start slowly and see if you can go quicker). Move the ball along the floor to make an</i>	<i>Lesson 1 – To explore movements with equipment – Roll a ball over their bodies in different ways and directions and at different speeds.</i>	Vocab: Fast Slow Stop Go Jump Balance Space Land Move

<p>movements by applying movement skills – Arm driving, running cues (high knees)</p> <p>Lesson 3 – To follow simple instructions when moving – stop, start, run, walk, hop</p> <p>Lesson 4 – To move side To side with clear purpose – sidestep in both directions, leading with the correct foot.</p> <p>Lesson 5 - To move side To side with some control and support and begin to hop on both legs.</p> <p>Lesson 6 – To move side To side with control around obstacles.</p>	<p>movements – running in a curve, pivoting on the spot (both legs)</p> <p>Lesson 3 – To explore balance on both legs and seated balancing</p> <p>Lesson 4 – To balance on one leg when following instructions – balance for 10 seconds, close your eyes and remain balanced, change legs.</p> <p>Lesson 5 – To explore balancing on one leg with movement – children raise the opposite arm to their leg whilst balancing.</p> <p>Lesson 6 – To follow instruction to carry out a movement – Children attempt to balance objects on their body while balancing on 1</p>	<p>Lesson 2 – To apply movements through repetition – children repeatedly jump over obstacles, side-to-side movements around obstacles.</p> <p>Lesson 3 – To explore dynamic movements, hopscotch, crouched walking.</p> <p>Lesson 4 – To explore jumping and landing – Children to jump forward and backwards, left and right whilst maintaining balance.</p> <p>Lesson 5 – To jump and land following instructions – Jump onto different coloured spots or next to coloured cones on demand. Jump 2 foot to 2 foot, then 2 foot to 1 foot.</p> <p>Lesson 6 – To follow instructions To carry out movement - children complete different jumps following an</p>	<p>children then copy the same movement.</p> <p>Lesson 2 – To express myself through seated movement in a story – Explore making different shapes, picking up equipment and balancing with different body parts.</p> <p>Lesson 3 – To apply seated movements from instructions – Hands and feet off the floor for 10 seconds, keeping back straight and head still.</p> <p>Lesson – 4 To carry out movements whilst seated balancing – Children collect cones around them using their hands and feet, whilst balancing seated.</p> <p>Lesson 5 – To control a seated balance, whilst</p>	<p>imaginary shapes, letters and numbers.</p> <p>Lesson 2 – To apply shape movements on commands – Children roll a ball around lots of different objects, e.g. a hoop, in and out of cones, keeping at least 1 hand in contact with the ball at all times.</p> <p>Lesson 3 – To perform simple static balances – Children become confident balancing on both legs and seated. If they can do this extend by closing the children's eyes</p> <p>Lesson 4 - To balance on command with one hand and foot – Children can change their balances based on commands – seated balance, standing balance, touch your nose, close your eyes.</p> <p>Lesson 5 – To explore balances with equipment – Children can sit and</p>	<p>Lesson 2- To use equipment To explore different parts of the body – Work with a partner to show them a ball skill and see if they can copy, not forgetting to include the previous moves in the sequence. Example moves include:</p> <ul style="list-style-type: none"> • Moving a ball around your waist with change in direction. • Moving a ball around one leg with change in direction <p>Lesson 3 – To add moves into a simple sequence with support – Include a theme, for example swimming instructions. Children follow instructions such as treading water, backstroke, butterfly, doggy</p>	<p>Run Walk March Bounce High Low. Roll Change direction Sequence Crouched Seated</p> <p>On all: Hot Fast Tired Sweaty/ wet Cold Stretch</p>
---	--	--	--	---	---	--

		leg.	instruction (pencil jump, star jump, tuck jump). Children explore jumping whilst rotating.	moving – Lift both legs and hold it still. Lesson 6 – To showcase different balances in a routine – Children put 3 balances together to make a routine.	roll a ball down to my toes and back up, then around my upper body using 2 hands. Children to put more than one move together to make a sequence. Lesson 6 – To move equipment with different balances - Children can move the ball around their body whilst standing and seated balancing.	paddle etc. Can the children put them into a sequence and remember them. Lesson 4 – To explore movements and skills with a partner or group – Explore counter balancing with a partner – Hold different balances for 10 seconds. Lesson 5 – To move with purpose To a partner – Perform different activities of movement towards a partner. <ul style="list-style-type: none"> • combining 2 jumps • seated movement with 1 hand down • changing speeds in and out of people and objects 	
	They follow simple instructions	They follow simple instructions Pupils' movement	Pupils' movement patterns are established and they perform single actions.	Pupils link two actions in a sequence They explore a	Pupils link two actions in a sequence, showing some awareness of space.	They show awareness of cause and effect, Pupils link two actions in a	

		patterns are established and they perform single actions.	They recognise small and large apparatus	variety of movements and show some awareness of space. They understand some basic concepts, They recognise small and large apparatus	They recognise and collect, on request, familiar pieces of equipment	sequence, showing awareness of space. They recognise and collect, on request, familiar pieces of equipment	
<p><i>Lesson 1 – To express ourselves through movements and follow instructions such as stop and start.</i></p> <p><i>Lesson 2 – To explore movements through directional prompts – Forwards, backwards and sideways.</i></p> <p><i>Lesson 3 – To follow simple instructions when moving whilst looking where you are going – stop, start, stop, go.</i></p> <p><i>Lesson 4 – To move side To side with clear purpose –</i></p>	<p>Lesson 1 – To explore and apply movements – walking and high knees, jogging or galloping.</p> <p>Lesson 2 – To express preference when exploring movements – Run as fast as you can or as slow as you can.</p> <p>Lesson 3 – To explore balance on one leg as well as seated balancing.</p> <p>Lesson 4 – To balance on one leg when following instructions –</p>	<p>Lesson 1 – To explore movement through story – walking, running, jumping, bending knees.</p> <p>Lesson 2 – To apply movements through repetition – Holding hands with a group to create a circle, children repeatedly move left and right.</p> <p>Lesson 3 – To explore dynamic movements – jumping, crouching, crawling, hopping.</p> <p>Lesson 4 – To explore jumping and landing - Children to remain</p>	<p>Lesson 1 – To explore and apply movements from previous lessons – Children watch other children in the class completing a movement. The other children then copy this movement in the same way.</p> <p>Lesson 2 – To express myself through seated movement in a story – shuffle around, squeeze your tummy tight.</p> <p>Lesson 3 – To apply seated movements</p>	<p>Lesson 1 – To explore static movements and shapes – using fingertips and a large ball, move the ball from one hand to another. Move the ball along the floor to make an imaginary shape.</p> <p>Lesson 2 – To apply shape movements on commands – Children work in pairs to roll the ball in a shape of a letter or number and see if their partner can guess what it is.</p> <p>Lesson 3 – To perform simple static balances – Children to balance on the spot and keep as still as possible.</p>	<p>Lesson 1 – To explore movements with equipment – Roll a ball over their bodies in different ways and directions.</p> <p>Lesson 2- To use equipment To explore different parts of the body – Work with a partner to show them a ball skill and see if they can copy. Example moves include:</p> <ul style="list-style-type: none"> Roll ball on or around body while seated Roll ball up and down body while standing 	<p>Fast Slow Stop Go Jump Balance Space Land Move Run Walk March Bounce High Low. Roll Change direction Sequence</p> <p>On all: Hot Fast Tired Sweaty/ wet Cold Stretch</p>	

	<p><i>sidestep in at least one direction.</i></p> <p>Lesson 5 - To move side To side with some control and support and begin to hop on one leg.</p> <p>Lesson 6 – To move side To side with control in a curve instead of a straight line</p>	<p>balance for 5 seconds, raise your hand, touch your ear.</p> <p>Lesson 5 – To explore balancing on one leg with movement – lift legs high while walking and stand on one foot for two seconds.</p> <p>Lesson 6 – To follow instruction to carry out a movement – Children balance hoops around their wrists whilst balancing on 1 leg.</p>	<p>balanced whilst landing with two feet together.</p> <p>Lesson 5 – To jump and land following instructions – Jump onto different coloured spots or next to coloured cones on demand.</p> <p>Lesson 6 – To follow instructions To carry out movement – children complete different jumps following an instruction (pencil jump, star jump)</p>	<p>from instructions – Hands and feet off the floor for 5 seconds.</p> <p>Lesson – 4 To carry out movements whilst seated balancing – Children collect cones around them using their hands, whilst balancing seated.</p> <p>Lesson 5 – Lesson 5 – To control a seated balance, whilst moving – Lift one leg and hold it still.</p> <p>Lesson 6 – To showcase different balances in a routine – Children put 2 balances together to make a routine.</p>	<p>Lesson 4 - To balance on command with one hand and foot – Children attempt to follow commands to balance – Left leg, right leg, one had up.</p> <p>Lesson 5 – To explore balances with equipment - Children can maintain control of a ball whilst seated and standing balancing.</p> <p>Lesson 6 – To move equipment with different balances – Children can sit and roll a ball along the floor with 2 hands.</p>	<p>Lesson 3 – To add moves into a simple sequence with support – Include a theme, for example swimming instructions. Children follow instructions such as treading water, backstroke etc... Can the children put them into a sequence and remember them.</p> <p>Lesson 4 – To explore movements and skills with a partner or group – Explore counter balancing with a partner – Hold different balances for 5 seconds.</p> <p>Lesson 5 – To move with purpose To a partner – Perform different activities of movement towards a partner.</p> <ul style="list-style-type: none"> • single jumps • moving in and out • seated movement
--	---	--	---	--	--	---

	They recognise familiar pieces of equipment, They follow simple instructions although they may need the support of symbols or other prompts	They recognise familiar pieces of equipment, They follow simple instructions although they may need the support of symbols or other prompts	They recognise familiar pieces of equipment, They apply potential solutions systematically To problems	They recognise familiar pieces of equipment, They apply potential solutions systematically To problems	They recognise familiar pieces of equipment, They apply potential solutions systematically To problems	They recognise familiar pieces of equipment, They apply potential solutions systematically To problems	
	Lesson 1 – To engage in moving with an awareness of the space around them and others. Lesson 2 –To begin to explore movements through running, marching and bouncing. Lesson 3 – To move in a space with others. Lesson 4 – To show awareness of others in a space. Lesson 5 - To engage in copying movements. Lesson 6 – To explore how fast I can move.	Lesson 1 – To move in a large space Lesson 2 – To show preference to how I want To move Lesson 3 To explore balancing as I move. Lesson 4 – To show awareness when imitating movements. Lesson 5 – To engage with movement in a space. Lesson 6 – I can move To music as it plays.	Lesson 1 – To explore how we move in a space – Bending knees and swinging arms. Lesson 2 – To show awareness when copying a movement – copy jumping, bending knees, walking side to side. Lesson 3 – To begin to move at different speeds – walking slow, walking quick. Lesson 4 – To explore jumping off the floor. Lesson 5 – To begin To understand where we jump. Lesson 6 – To copy a movement.	Lesson 1 – To watch others move in different ways and explore copying their movements. Lesson 2 – To show awareness of how to move different body parts. Lesson 3 – To explore seated movements. Lesson 4 – To engage in following others in a space. Lesson 5 – To explore how our body can move. Lesson 6 – To watch and be aware of how other jump and move.	Lesson 1 – To explore how our body moves using a ball. Lesson 2 – To observe different body shapes we can make and attempt to copy. Lesson 3 – To show awareness of balancing as we move. Lesson 4 - To move along the floor with our hands and feet. Lesson 5 – To explore equipment/ apparatus. Lesson 6 – To move across/with equipment with music.	Lesson 1 – To begin To move independently. Lesson 2- To express preference for equipment. Lesson 3 – To participate in a space with others. Lesson 4 – To be aware of other in a space as we move. Lesson 5 – To understand how To manipulate our bodies To move in different ways.	Vocab Move Run Chase Fast Slow Body Play Jump On all: Hot Fast Tired Sweaty/ wet Cold Stretch

Link in real P.E	<p>Foundation 1— Personal— I can explore different movements.</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 1— Personal —I can explore different movements</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 2— social - I can work sensibly with other/ I can take turns and share.</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 2- creative — social - I can work sensibly with other/ I can take turns and share.</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 4 – creative — I can explore and describe different movements/ I can observe and copy other</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 4- creative — I can explore and describe different movements/ I can observe and copy other</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	
Year 2	Dynamic Balance: On a Line /Static Balance: Stance	Dynamic Balance: On a Line /Static Balance: Stance	Coordination: Sending and Receiving/ Agility: Reaction/Response	Coordination: Sending and Receiving/ Agility: Reaction/Response	Agility: Ball Chasing/ Static Balance: Floor Work	Agility: Ball Chasing/ Static Balance: Floor Work	
	<p>Pupils move with some control</p> <p>They follow patterns in their movements.</p>	<p>Pupils move with some control and coordination</p> <p>They follow and imitate sequences and patterns in their movements.</p>	<p>They share and wait their turn</p> <p>They are aware of space, themselves and others.</p>	<p>They share and wait their turn</p> <p>They are aware of space, themselves and others.</p> <p>They use small and large apparatus safely</p>	<p>They share and wait their turn</p> <p>They play simple games</p> <p>They are aware of the changes that happen To their bodies when they are active.</p>	<p>They play simple games and may require support To keep score and follow game rules</p> <p>They recognise the changes that happen To their bodies when they are active.</p>	
	Lesson 1 – To explore movements – Sat down touch their hand to the opposite knee, then repeat	Lesson 1 – To follow simple instructions when balancing – Children stand on the balls of their feet without	Lesson 1 – To explore movement with equipment with a theme – Circus training school (See Jasmine PE).	Lesson 1 – To catch a large ball with movement - Throw a ball up high in front of them, let it bounce and move to catch it. Throw	Lesson 1 – To move with equipment - Following a rolling ball as closely as they can without touching it, walk, run and skip.	Lesson 1 – To maintain balance in movement – On all fours children start by keeping very still and then lift up each hand	<p>Vocabulary:</p> <p>Follow Patterns Movement Balance Hold</p>

	<p>standing.</p> <p>Lesson 2 – To follow movement with control - Sat down touch their hand to the opposite knee, then repeat standing (slowly, quickly, eyes closed)</p> <p>Lesson 3 – To use symbols and sign To follow instructions – Walk along a line following different instructions (knees up, heels up)</p> <p>Lesson 4 – To follow instructions during a task/song (five little puffer trains – see Jasmine PE for song).</p> <p>Lesson 5 – To perform movement with control in an area – Introduce turns to the children 90 degrees and 180 degrees.</p> <p>Lesson 6 – To perform movements on a line with control – Walk forwards and backwards staying</p>	<p>putting their heels down for 10 seconds.</p> <p>Lesson 2 – To explore different balances with part of our body – Look at high level, medium level and low level balances.</p> <p>Lesson 3 – To move with purpose using movement when prompted – Children balance on 1 leg – can they receive a small force from different directions.</p> <p>Lesson 4 – To copy/ mirror movements from an adult – An adult shows the children a movement or balance and the children attempt to copy the movement.</p> <p>Lesson 5 – To mirror movement from a partner – play tightrope twins (As the</p>	<p>Lesson 2 – To bounce or roll a ball with control - Bounce and catch a ball on the spot. Then try it with a clap in between. See if you they do it while moving.</p> <p>Lesson 3 – To throw and catch with some accuracy – Throw a large ball off a wall and catch the rebound or throw a ball to a partner and catch the ball back (3-5 meter distance).</p> <p>Lesson 4 – To throw and catch towards a target – Switch to a smaller ball (tennis ball) Children to throw and catch a ball against a wall. Extend by adding a target on the wall. Can the children hit the target and then catch the rebound?</p> <p>Lesson 5 – To play a game with support – Introduce the children to a game, which</p>	<p>the ball further away from their body to make it more challenging.</p> <p>Lesson 2 – To apply catching with movement in a game – Children have to move around a court and stop a ball in a zone to score a point.</p> <p>Lesson 3 – To catch a ball in a variety of sizes with movement - I can react and catch a large ball dropped from shoulder height after 1 bounce – Repeat with a tennis ball once the skill is secure.</p> <p>Lesson 4 – To throw with some accuracy – Throw a large ball to a partner for them to collect. Increase distance between the children to extend.</p> <p>Lesson 5 – To throw with some accuracy towards a target – Use games such as ten</p>	<p>Lesson 2 – To apply rules and understanding To moving with equipment – Do as above in previous lesson but stop the ball as quickly as they can on a signal from their partner/teacher.</p> <p>Lesson 3 – To start and stop quickly – Wait for the commands to start and stop. Once secure advance to starting and stopping rolling balls as quick as possible.</p> <p>Lesson 4 – To use balance and control when collecting balls - Over a distance of up to 10 metres and turning both ways: Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction.</p> <p>Lesson 5 – To follow rules and instructions with support – Introduce a game with instructions and</p>	<p>and knee one at a time to a beat.</p> <p>Lesson 2 – To hold the correct position on request – As previous lesson extend by lifting a hand and a knee at the same time, trying different combinations.</p> <p>Lesson 3 – To move through supports with prompts and example - Move around on all fours, going over, under, around and through different obstacles, for example cones, hoops.</p> <p>Lesson 4 – To maintain control when moving through positions – Children make a routine of different positions ensuring they maintain control and balance throughout.</p> <p>Lesson 5 – To work with a partner when supported</p>	<p>Throw Catch Aim Roll Mirror Sequence Over Under Space Distance Copy Start Stop Repeat</p>
--	--	--	--	---	--	---	--

	<p>on the line as long as possible. Children attempt to close their eyes and see if they have stayed on the line.</p>	<p>tightrope walker explores changes of balance and shape, moving slowly and steadily, the mirror follows their movements as closely as they can).</p>	<p>includes rolling or bouncing the ball (Roll the ball towards a net, beat a goalkeeper etc.)</p> <p>Lesson 6 – To recognize rules of a game – Introduce some rules to the game and allow the children to play to the rules.</p>	<p>pin bowling to get the children to throw or roll a ball towards a target.</p> <p>Lesson 6 – To understand game rules with support – Continue with ten pin bowling – Explain that you have to stay behind the line when bowling and explain the scoring system and see if the children can count how many pins they knock down.</p>	<p>allow children to play the game following the rules (See Jasmine PE)</p> <p>Lesson 6 – To roll balls with control – Roll a ball in between 2 cones. To extend make the gap between the cones smaller or increase the distance between the children and cones.</p>	<p>by an adult – On fours move around the room collecting different pieces of equipment with a partner. Try to make an image of a cat using the equipment.</p> <p>Lesson 6 – To explore movements with partners – Children work with a partner to make and hold a position that involves both of them (For example both children on all fours holding hands and one knee up each).</p>	
	<p>They link movements in a simple sequence, although they may require support To do this.</p> <p>They listen To instructions and stop and start with some accuracy</p>	<p>They link movements in a simple sequence, although they may require support To do this.</p> <p>Pupils express themselves through repetitive and simple sequences</p>	<p>They recognise small and large apparatus and use it with some basic control. Pupils express themselves through movement patterns</p>	<p>They recognise small and large apparatus and use it with some basic control.</p> <p>They throw and kick a ball, but lack direction.</p> <p>Pupils express themselves through movement patterns</p>	<p>Their control and coordination skills are developing</p> <p>They work closely in pairs,</p>	<p>They throw and kick a ball, but lack direction.</p> <p>They work closely in pairs, trios or small groups.</p>	

		They listen To instructions and stop and start with some accuracy					
	<p>Lesson 1 – To explore movements – Sat down touch their hand to the opposite knee.</p> <p>Lesson 2 – To follow movements when supported – Introduce fast and slow movements</p> <p>Lesson 3 – To follow simple instructions To begin and end movements – Walk along a line starting at the beginning and finishing at the end.</p> <p>Lesson 4 – To participate in song/ movements (five little puffer trains – see Jasmine PE for song).</p> <p>Lesson 5 – To perform movement with control in an area - Introduce turns to the children 90 degrees.</p>	<p>Lesson 1 – To follow simple instructions whilst moving - Children stand on the balls of their feet without putting their heels down for 5 seconds.</p> <p>Lesson 2 – To explore different balances through guidance – High level, low level and medium level.</p> <p>Lesson 3 – To move with purpose within a space – Move and freeze when prompted, children to stand still and see if they can stay balanced after receiving a slight force from a direction.</p> <p>Lesson 4 – To copy/ mirror basic movements from</p>	<p>Lesson 1 – To explore movement using equipment/ apparatus - Circus training school (See Jasmine PE).</p> <p>Lesson 2 – To bounce or roll a ball without direction - Roll a ball from hand to hand on the floor while sitting down.</p> <p>Lesson 3 – To throw with some accuracy – Roll a large ball against a wall and collect the rebound.</p> <p>Lesson 4 – To throw and catch with some accuracy - Throw a large ball off a wall and catch the rebound or throw a ball to a partner and catch the ball back (1-2 metre distance).</p> <p>Lesson 5 – To participate in a game area - Introduce the children to a</p>	<p>Lesson 1 – To catch a large ball from a close distance – With a partner, children throw a large ball and catch it.</p> <p>Lesson 2 – To apply catching with movement forwards and backwards – Move forwards and catch the ball, move backwards and catch the ball.</p> <p>Lesson 3 – To catch a ball in a variety of sizes without movement – Start with a large ball and then decrease the size (Tennis ball).</p> <p>Lesson 4 – To throw with some accuracy - Throw a large ball to a partner for them to collect. Increase distance between the children to extend.</p> <p>Lesson 5 – To throw</p>	<p>Lesson 1 – To explore movement in an area with equipment - Following a rolling ball as closely as they can without touching it, walk and run.</p> <p>Lesson 2 – To use equipment and begin To show how we can travel – Use a ball and travel in a space (rolling or bouncing a ball).</p> <p>Lesson 3 – To listen for instructions during movement – Moving in a space children can start and stop as quickly as possible when listening to a verbal command.</p> <p>Lesson 4 – To maintain balance whilst moving - Over a distance of up to 10 metres, I can roll a ball, chase and collect it in a balanced position facing the opposite direction.</p>	<p>Lesson 1 – To maintain some balance as we move around an area - On all fours children start by keeping very still and then lift up each hand one at a time to a beat.</p> <p>Lesson 2 – To explore different body positions - As previous lesson extend by lifting a knee trying different combinations.</p> <p>Lesson 3 – To mirror some body supports - Move around on all fours, around and through different obstacles, for example cones, hoops (Mirror what your partner does).</p> <p>Lesson 4 – To maintain control when moving through positions – Children make a routine of two</p>	<p>Follow Patterns Movement Balance Hold Throw Catch Roll Mirror Sequence Over Under Copy Start Stop Repeat Walk Freeze</p>

	<p>Lesson 6 – To perform movements on a line – Bend knees, crouch, high knees.</p>	<p>an adult – Children attempt to copy a balance and movement an adult does with growing accuracy.</p> <p>Lesson 5 – To mirror movements of simple shapes - play tightrope twins (As the tightrope walker explores changes of balance and shape, moving slowly and steadily, the mirror follows their movements as closely as they can).</p>	<p>game, which includes rolling or bouncing the ball (Roll the ball towards a net, beat a goalkeeper etc.)</p> <p>Lesson 6 – To recognize that we are playing a game which includes rules and points.</p>	<p>in a targeted direction - Use games such as ten pin bowling to get the children to throw or roll a ball towards a target.</p> <p>Lesson 6 – To understand a game has rules - Continue with ten pin bowling – Explain that you have to stay behind the line when bowling and explain the scoring system and see if the children can count how many pins they knock down.</p>	<p>Lesson 5 – To understand rules are part of a game – Introduce games to the lesson and explain some rules.</p> <p>Lesson 6 – To roll balls with some direction – Children roll balls towards a partner. To challenge increase the distance between children and see if they can keep the accuracy high.</p>	<p>different positions ensuring they maintain control and balance throughout.</p> <p>Lesson 5 – To understand we can work with partners – Children move and mirror the movements of their partner. Can one child hold a position the other child cannot.</p> <p>Lesson 6 – To explore movements within a group - Children work with a partner to make and hold a position that involves both of them (For example both children on all fours holding hands and one knee up each).</p>	
	<p>They follow instructions using some support.</p> <p>They explore different movements along the floor.</p>	<p>They follow simple instructions although they may need the support of symbols or other prompts</p>	<p>Pupils throw with support with no focus on direction.</p>	<p>They apply potential solutions systematically To problems</p>	<p>They apply potential solutions systematically To problems</p>	<p>Pupils understand basic movements for throwing and catching large equipment.</p>	

		They explore different movements along the floor.					
	<p>Lesson 1 – To navigate around a room.</p> <p>Lesson 2 – To imitate movements.</p> <p>Lesson 3 – To show awareness of surroundings.</p> <p>Lesson 4 – To engage in song/movements.</p> <p>Lesson 5 – To explore movement in an area.</p> <p>Lesson 6 – To take part in moving around a space.</p>	<p>Lesson 1 – be aware of games starting and stopping around me.</p> <p>Lesson 2 – To explore movement at different heights.</p> <p>Lesson 3 – To move within a space.</p> <p>Lesson 4 – To be aware of different body shapes.</p> <p>Lesson 5 – To engage in movement around others.</p>	<p>Lesson 1 – To explore movements.</p> <p>Lesson 2 – To engage with balls and other equipment</p> <p>Lesson 3 – To explore moving with different equipment.</p> <p>Lesson 4 – To be aware of movement around me.</p> <p>Lesson 5 – To participate in an area with peers.</p> <p>Lesson 6 – To be aware of a game.</p>	<p>Lesson 1 – To explore different balls and equipment.</p> <p>Lesson 2 – To access play To build gross motor skills.</p> <p>Lesson 3 – To engage in a space with others.</p> <p>Lesson 4 – To understand actions have reactions (throwing).</p> <p>Lesson 5 – To be aware we can throw and catch.</p> <p>Lesson 6 – To take part in moving around an area with others.</p>	<p>Lesson 1 – To be aware of movement around themselves.</p> <p>Lesson 2 – To show awareness that our body can move in different ways.</p> <p>Lesson 3 – To engage in movement around a space.</p> <p>Lesson 4 – To engage with copying actions.</p> <p>Lesson 5 – To be aware we are part of a game.</p> <p>Lesson 6 – To engage with different equipment.</p>	<p>Lesson 1 – To engage with copying different movements around a space.</p> <p>Lesson 2 – To move freely within a space.</p> <p>Lesson 3 – To copy simple movements.</p> <p>Lesson 4 – To be aware of movements around.</p> <p>Lesson 5 – To understand we can move in different ways.</p> <p>Lesson 6 – To explore movements in an area with others.</p>	<p>Move</p> <p>Explore</p> <p>Run</p> <p>Chase</p> <p>Fast</p> <p>Slow</p> <p>Body</p> <p>Play</p> <p>Jump</p> <p>On all:</p> <p>Hot</p> <p>Fast</p> <p>Tired</p> <p>Sweaty/ wet</p> <p>Cold</p> <p>Stretch</p>
Link to Real P.E	<p>Foundation 3— cognitive—I can understand and follow simple rules/ I can follow simple instructions</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>Foundation 3— cognitive—I can understand and follow simple rules/ I can follow simple instructions</p> <p>Lessons 3-6</p>	<p>Foundation 5— applying physical—I can perform a single skill or movement with some control. I can perform a small range of skills and</p>	<p>Foundation 5— applying physical—I can perform a single skill or movement with some control. I can perform a small range of skills and link two</p>	<p>Foundation 6 – Fitness - I can move confidently in different ways/ I am aware of the changes to the way I feel when I exercise</p>	<p>Foundation 6- Fitness - I can move confidently in different ways/ I am aware of the changes to the way I feel when I exercise</p>	

		1 lesson over 2 week. Warm up and skill	link two movements together/ I can move confidently in different ways Lessons 1-3 1 lesson over 2 week. Warm up and skill	movements together/ I can move confidently in different ways Lessons 3-6 1 lesson over 2 week. Warm up and skill	Lessons 1-3 1 lesson over 2 week. Warm up and skill	Lessons 3-6 1 lesson over 2 week. Warm up and skill	
Year 3	Coordination: Footwork/ Static Balance: One Leg	Coordination: Footwork/ Static Balance: One Leg	Dynamic Balance To Agility: Jumping and Landing/ Static Balance: Seated.	Dynamic Balance To Agility: Jumping and Landing/ Static Balance: Seated.	Coordination: Ball Skills/ Counter Balance: With a Partner	Coordination: Ball Skills/ Counter Balance: With a Partner	
	Pupils perform and follow simple movement patterns	Perform basic movements including running, jumping with support and prompt.	Perform basic movements including running, jumping with support and prompt.	Perform basic movements including running, jumping, throwing and catching Developing balance, agility and co-ordination with guidance and support	Perform basic movements including running, throwing and catching with guidance and support Participate in team games, working in pairs. developing basic/ simple tactics for attacking and defending	Perform basic movements including running, throwing and catching with guidance and support Participate in team games, working in pairs. developing basic/ simple tactics for attacking and defending To understand simple game rules with support.	

	<p>Lesson 1 – To explore familiar movement when following instructions - I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Lesson 2 – To move side to side with control – Combine side steps with pivots.</p> <p>Lesson 3 – To move in a variety of ways when following guidance – go, faster, slower, freeze, balance on 1 leg.</p> <p>Lesson 4 – To move with control from a set point – side to side, zig zag, skipping, backwards.</p> <p>Lesson 5 – To hop, gallop and skip from one place to another.</p> <p>Lesson 6 – To hop, gallop and skip in a range of heights and speeds from one place to</p>	<p>Lesson 1 – To follow a partners movement – hopping on two legs and then one leg</p> <p>Lesson 2 – To follow movement with control -</p> <p>Lesson 3 – To static balance with control – I can stand still for 15 seconds with eyes shut.</p> <p>Lesson 4 – To balance with a partner – Complete 5 mini squats balancing on both legs</p> <p>Lesson 5 – To balance on an uneven surface for 10 seconds.</p> <p>Lesson 6 – To balance using equipment – benches, horses, squashed balls.</p>	<p>Lesson 1 – To jump and land using two feet ensuring knees are bent when landing.</p> <p>Lesson 2 – To jump and land in multiple directions with control – forwards, backwards, sideways and diagonal.</p> <p>Lesson 3 – To jump and land in a marked area – Jump from 2 feet to 1 foot maintaining balance.</p> <p>Lesson 4 – To jump and land off equipment – start on a line and move to a low beam.</p> <p>Lesson 5 – To follow instructions accurately when jumping and turning.</p> <p>Lesson 6 – To jump with control in multiple directions – children to put a routine together and show to the</p>	<p>Lesson 1 – To follow instructions To move like animals – Follow directed movements (focus on different animal movements)</p> <p>Lesson 2 – To perform seated balances – pick up a cone from one side and place it on the other side.</p> <p>Lesson 3 – To mirror movements as a group from an adult Children to mirror what the teacher does (different movements and seated balances)</p> <p>Lesson 4 – To mirror partner movements when balancing on the floor – Children face each other in pairs. One child takes a body part off the floor and the other child mirrors this.</p> <p>Lesson 5 – To pass an item from one side of the body To the other with control – One child</p>	<p>Lesson 1 – To move a ball around my body in a variety of ways with control – Start seated and then progress to standing.</p> <p>Lesson 2 – To copy movements with control and accuracy - Children to copy how the teacher moves the ball around their body in different ways.</p> <p>Lesson 3 – To use ideas To generate own movements with ball – Show the class their sequence.</p> <p>Lesson 4 – To produce and explore different movement sequences – Children put together a sequence of three different ball rolls around their bodies.</p> <p>Lesson 5 – To roll a ball with some control – Up and down their bodies and around body parts.</p>	<p>Lesson 1 – To explore balances with a partner - can hold on and, with a long base, lean back, hold our balance and move back together again.</p> <p>Lesson 2 – To follow movements with a partner To music - can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.</p> <p>Lesson 3 – To balance with partner on low equipment - can stand on a bench facing my partner, hold with both hands then swap places whilst maintaining the counter balance position.</p> <p>Lesson 4 – To follow rules and guidance in a game situation. Lesson 5 – To balance on our knees with a partner for up to</p>	<p>Vocab:</p> <p>Agility Run Throw Catch Hard Soft Long Short Attacking Defending Turning Changing Direction Exchange/ swap. Balance. Follow Accuracy/aim Follow Faster Slower Forwards Backwards Sequence</p>

	another.		class.	<p>moves equipment on and off their bodies and then their partner mirrors them.</p> <p>Lesson 6 – To exchange objects with partners through balance – Children to use hands and feet to move objects to their partner.</p>	<p>Lesson 6 – To roll a ball with direction and control – Up and down their bodies, left and right around their bodies and different body parts.</p>	<p>10 seconds.</p> <p>Lesson 6 – To counter balance with a partner with some control – Children re-visit the balances they have learnt and put together a sequence containing at least 3 balances.</p>	
	Pupils perform simple movement patterns with support.	Pupil To imitate basic movements with support and guidance when running jumping.	Pupil To imitate basic movements with support and guidance when running jumping.	Pupil To explore previously used movements with support linking them To task and lesson aims.	<p>Pupils To perform basic movements, throwing and catching with some accuracy based on task aims.</p> <p>To understand games have rules and aims.</p>	<p>Pupils To perform basic movements, throwing and catching with some accuracy based on task aims.</p> <p>To understand games have rules and aims.</p>	
	<p>Lesson 1 – To explore familiar movement in a space by following instructions safely.</p> <p>Lesson 2 – To move side To side along a line leading with either foot.</p> <p>Lesson 3 – To explore movements in a variety of ways - go, faster, slower, freeze.</p> <p>Lesson 4 – To move</p>	<p>Lesson 1 – To follow the leader using different movements – running, jumping</p> <p>Lesson 2 – To follow movement patterns.</p> <p>Lesson 3 – To explore static balance – Stand still for 5 seconds on 1 leg, 10 seconds on both legs.</p> <p>Lesson 4 – To</p>	<p>Lesson 1 – To jump and land with some control – 2 feet to 2 feet</p> <p>Lesson 2 – To jump and land in multiple directions within a space – forwards and backwards.</p> <p>Lesson 3 – To jump and land with balance in a large area.</p> <p>Lesson 4 – To explore jumping</p>	<p>Lesson 1 – To explore movement like an animal.</p> <p>Lesson 2 – To perform seated balances – Take one body part of the floor at a time (work up towards no hands or feet on the floor).</p> <p>Lesson 3 – To follow basic movements – Children follow what the teacher does and perform the same</p>	<p>Lesson 1 – To explore moving a ball around our body – Children to move the ball around their body in a seated position.</p> <p>Lesson 2 – To copy movements from a model – Children to copy ball movements around their bodies in a standing position.</p> <p>Lesson 3 – To explore ideas when moving with a ball – Show a</p>	<p>Lesson 1 – To explore balances with a partner - sit holding hands with toes touching, lean in together then apart.</p> <p>Lesson 2 – To explore movements To music - can sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>	<p>Agility</p> <p>Run</p> <p>Throw</p> <p>Catch</p> <p>Hard</p> <p>Soft</p> <p>Long</p> <p>Short</p> <p>Turning</p> <p>Changing Direction</p> <p>swap.</p> <p>Balance.</p> <p>Follow</p> <p>Aim</p> <p>Follow</p> <p>Faster</p> <p>Slower</p> <p>Forwards</p>

	<p>from a set point To another – side-to-side, jumping, running, walking.</p> <p>Lesson 5 – To understand how hop, gallop and skip movements differ.</p> <p>Lesson 6 – To move at a range of heights and speeds using their preferred movement method.</p>	<p>begin to balance with a partner – one mini squat and explore different balances with a partner.</p> <p>Lesson 5 – To explore balance on a range of surfaces for up to 5 seconds.</p> <p>Lesson 6 – To balance as we explore different equipment – horses, benches, squashed ball.</p>	<p>and landing off equipment – Start by jumping on a line and maintain balance, then move to a low beam.</p> <p>Lesson 5 – To follow basic skills after a demonstration.</p> <p>Lesson 6 – To jump in multiple directions – putting a routine of 2 different jumps together.</p>	<p>movements.</p> <p>Lesson 4 – To balance from a seated position – Children to work with a partner to copy each other's balances.</p> <p>Lesson 5 – To explore movements with equipment – Children to move a piece of equipment from one side of their body to another.</p> <p>Lesson 6 – To exchange objects with a partner – Whilst balanced in a seated position children pass equipment to a partner using their hands.</p>	<p>partner their routine.</p> <p>Lesson 4 – To explore different sequences – Children put together a sequence of 2 different ball rolls.</p> <p>Lesson 5 – To roll a ball in a desired direction – Start with left and right and progress to up and down.</p> <p>Lesson 6 – To roll a ball towards a target – Use two cones as a goal and make smaller or move further away to challenge.</p>	<p>Lesson 3 – To explore balances on equipment - can step onto a bench facing my partner, hold with both hands with feet side by side, lean back, hold and then move back together.</p> <p>Lesson 4 – To understand games have rules.</p> <p>Lesson 5 – To balance on our knees – Children to balance on their knees for up to 5 seconds.</p> <p>Lesson 6 – To explore balances with a partner at different heights – Re-visit the balances the children have learnt and children put together a sequence of their favourite balances.</p>	<p>Backwards Balance</p>
	<p>Pupils follow patterns in their movements.</p>	<p>Pupils follow patterns in their movements.</p> <p>Pupil To explore and imitate basic movements with</p>	<p>Pupils follow patterns in their movements.</p> <p>Pupil To explore and imitate basic movements with</p>	<p>Pupils follow patterns in their movements.</p> <p>They recognise familiar pieces of</p>	<p>Pupils To perform basic movements, throwing and catching with support and guidance on targeting based out</p>	<p>Pupils To perform basic movements, throwing and catching with support and guidance on targeting based</p>	

		support and guidance when running jumping.	support and guidance when running jumping.	equipment and its use. They apply potential solutions systematically To problems	game rules and aims.	out game rules and aims.	
	<p>Lesson 1 – To explore familiar movement in a space.</p> <p>Lesson 2 – To engage with copying actions.</p> <p>Lesson 3 – To move in an area being aware of others.</p> <p>Lesson 4 – To navigate around an area.</p> <p>Lesson 5 – To understand our body moves in different ways.</p> <p>Lesson 6 – To explore how To move around obstacles.</p>	<p>Lesson 1 – To engage in copying actions.</p> <p>Lesson 2 – To explore how I can move differently.</p> <p>Lesson 3 – To be aware of positions our body can take.</p> <p>Lesson 4 – To engage in balancing around a space.</p> <p>Lesson 5 – To explore different apparatus.</p> <p>Lesson 6 – To explore how our body can move.</p>	<p>Lesson 1 – To explore how high I can jump.</p> <p>Lesson 2 – To be aware we can jump in different ways.</p> <p>Lesson 3 – To move around an area as we explore jumping,</p> <p>Lesson 4 – To be aware of other within a space.</p> <p>Lesson 5 – To engage in moving around obstacles.</p> <p>Lesson 6 – To explore how far I can jump.</p>	<p>Lesson 1 – To build anticipation, ready, steady, go.</p> <p>Lesson 2 – To understand animals move.</p> <p>Lesson 3 – To engaging in copying movements,</p> <p>Lesson 4 – To be aware our body can hold different shapes.</p> <p>Lesson 5 – To engage with different equipment.</p> <p>Lesson 6 – To be aware of other moving around.</p>	<p>Lesson 1 – To explore moving with different equipment.</p> <p>Lesson 2 – To engage with copying movements.</p> <p>Lesson 3 – To be aware we can use our body To move different objects.</p> <p>Lesson 4 – To explore how our body parts can move objects.</p> <p>Lesson 5 – To engage with rolling a ball.</p> <p>Lesson 6 – To show awareness of how To manipulate and move objects.</p>	<p>Lesson 1 – To explore how our body moves.</p> <p>Lesson 2 – To show awareness of music in movement.</p> <p>Lesson 3 – To explore moving on equipment.</p> <p>Lesson 4 – To build anticipation ready, steady, go.</p> <p>Lesson 5 – To show awareness of how To move different body parts.</p> <p>Lesson 6 – To explore movement around others.</p>	<p>Move</p> <p>Explore</p> <p>Run</p> <p>Chase</p> <p>Fast</p> <p>Slow</p> <p>Body</p> <p>Play</p> <p>Jump</p> <p>Copy</p> <p>Over</p> <p>Under</p> <p>On all:</p> <p>Hot</p> <p>Fast</p> <p>Tired</p> <p>Sweaty/ wet</p> <p>Cold</p> <p>Stretch</p>
Link to Real P.E	Y1—Personal - I try several times if at first I don't succeed and I ask for help when appropriate/ I can follow instructions,	Y1—Personal - I try several times if at first I don't succeed and I ask for help when appropriate/ I	Y1- social— I can help praise and encourage others in their learning/ I can work sensibly with others, taking turns and	Y1- social— I can help praise and encourage others in their learning/ I can work sensibly with others, taking turns and	Y1—creative—I can begin to compare my movements and skills with those of others. I can select and link movements	Y1—creative—I can begin to compare my movements and skills with those of others. I can select and link	

	<p>practise safely and work on simple tasks by myself/I enjoy working on simple tasks with help</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>can follow instructions, practise safely and work on simple tasks by myself/I enjoy working on simple tasks with help</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	<p>sharing/I can play with others and take turns and share with help.</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>sharing/I can play with others and take turns and share with help.</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	<p>together to fit a theme</p> <p>Lessons 1-3 1 lesson over 2 week. Warm up and skill</p>	<p>movements together to fit a theme</p> <p>Lessons 3-6 1 lesson over 2 week. Warm up and skill</p>	
Year 4	Coordination: Sending and Receiving/Agility: Reaction/Response	Dynamic Balance: On a Line/Static Balance: Stance	Agility: Ball Chasing/Static Balance: Floor Work	Coordination: Footwork/ Static Balance: One Leg	Dynamic Balance To Agility: Jumping and Landing	Static Balance: Seated	
One lesson To one lesson real p.e	Further develop 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	Further develop 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	Further develop 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	Further develop 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	Further develop 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	Further develop 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	

				defending			
Lesson 1 – To roll a small ball with some accuracy Lesson 2 – To collect a ball from a rebound, anticipating its movement. Lesson 3 – To send and receive different objects using both hands and feet. Lesson 4 – To follow simple game rules using catching skills across our body. Lesson 5 – I can link two movements together reacting to a thrown or dropped object. Lesson 6 – I can begin to play with others following rules and responding to a stimuli.	Lesson 1 – To maintain and link movements along a line backwards and forwards. Lesson 2 – To change direction with control along a line using a pivot motion. Lesson 3 – To use a larger movement pattern to demonstrate control. Lesson 4 – To follow instructions whilst maintaining balance on an apparatus. Lesson 5 – To sequence 3-5 movements on a line. Lesson 6 – To	Lesson 1 – To roll an object and collect it with control in a variety of ways. Lesson 2 – To react appropriately when a sending and receiving a ball. Lesson 3 – To interact with rolling using different defensive shapes. Lesson 4 – To work with partner To balance in different ways whilst working with objects. Lesson 5 – To maintain control and balance of body and objects whilst following instructions. Lesson 6 – To play in small groups giving instructions	Lesson 1 – To move in multiple directions with control. Lesson 2 – To combine movements in multiple directions. Lesson 3 – To change speed and direction whilst moving with control. Lesson 4 – To mirror movements and balances with accuracy and control. Lesson 5 – To combine movement patterns of balances and support to create a mirror routine. Lesson 6 – To link movement patterns to collect	Lesson 1 – To jump and land in multiple directions with control and linked movements. Lesson 2 – To jump with control across a space and apparatus with control. Lesson 3 – To combine jumps when moving with purpose across a space with a desired target. Lesson 4 – To develop seated balances whilst retrieving objects. Lesson 5 – To develop seated balances whilst working on uneven surfaces and a range of apparatus. Lesson 6 – To maintain balance	Lesson 1 – To move with fluidity around the body when balancing on a line. Lesson 2 – To apply balances through a circuit/ game maintain control. Lesson 3 – to use counter balances with control and using 2 point balances. Lesson 4 – To use counter balances to demonstrate creativity and control whilst 'leaning away' Lesson 5 – To apply push balances in a variety of ways along an apparatus. Lesson 6 – To move an object	Vocab: Agility Tactics Attacking Defending Jumping Throwing Catching Power Partner Balance Follow Fluidity. Shapes Control Aim/accuracy Shapes Sequence Balancing Pattern 2 point 3 point balance Speed	

		sequence movements on a line or apparatus linking in turns.	To our partners.	objects using balance and control.	and control whilst moving objects around the body in a multitude of directions.	around our bodies with control and balance.	
	To perform basic movements along familiar apparatus.	To perform basic movements along familiar apparatus linking some aspects of movement together.	To perform basic movements following guidance on a range of activities developing throwing through following models and symbol or verbal support.	Pupils develop balance, agility and co-ordination, through exploratory movements.	Pupils develop balance, agility and co-ordination, through exploratory movements, putting two movements in a pattern.	Pupils develop balance, agility and co-ordination, through use of support and symbols To copy and imitate.	
	<p>Lesson 1 – To roll a ball of different sizes towards an area.</p> <p>Lesson 2 – To collect a ball when bounced using catching hands.</p> <p>Lesson 3 – To explore catching and throwing with different equipment and body parts.</p> <p>Lesson 4 – To understand games have rules and begin to follow them, applying our catching skills</p>	<p>Lesson 1 – To maintain balance and control along a line whilst moving.</p> <p>Lesson 2 – To change direction along a line with some control.</p> <p>Lesson 3 – To follow large movements maintain some balance whilst following instructions.</p> <p>Lesson 4 – To maintain balance on a</p>	<p>Lesson 1 – To roll an object and collect it with control</p> <p>Lesson 2 – To roll balls with accuracy towards a target.</p> <p>Lesson 3 – To interact with different body shapes as we move to stop a ball.</p> <p>Lesson 4 – To work balances in different ways when supported by a partner.</p> <p>Lesson 5 – To maintain balance</p>	<p>Lesson 1 – To move in multiple directions within a large space.</p> <p>Lesson 2 – To combine 2 movements along a line.</p> <p>Lesson 3 – To change speed and direction along a line.</p> <p>Lesson 4 – To mirror movements directed from a peer.</p> <p>Lesson 5 – To combine balances and supports in</p>	<p>Lesson 1 – To jump and land in a variety of directions.</p> <p>Lesson 2 – To jump in multiple ways landing with balance and control.</p> <p>Lesson 3 – To combine jumps to move across a space.</p> <p>Lesson 4 – To develop seated balances with support and some increasing control.</p> <p>Lesson 5 – To move with control in a</p>	<p>Lesson 1 – To maintain balance on a line with some control whilst moving an object around the body.</p> <p>Lesson 2 – To explore balance through a circuit/ game with support.</p> <p>Lesson 3 – To apply some counter balances with a partner, using 4 point balances.</p> <p>Lesson 4 – To explore balances</p>	<p>Agility</p> <p>Tactics</p> <p>Attacking</p> <p>Defending</p> <p>Jumping</p> <p>Throwing</p> <p>Catching</p> <p>Power</p> <p>Partner</p> <p>Balance</p> <p>Follow</p> <p>Fluidity.</p> <p>Shapes</p> <p>Control</p> <p>Aim/accuracy</p> <p>Shapes</p> <p>Sequence</p> <p>Balance</p> <p>Partner</p> <p>balance.</p>

	<p>within the game.</p> <p>Lesson 5 – I can link two movements whilst reacting to a stimuli.</p> <p>Lesson 6 – I can begin To play with others, following and responding to a partner.</p>	<p>piece of apparatus during a game.</p> <p>Lesson 5 – To link movements along a line.</p> <p>Lesson 6 – To link 3 movements along a line or on apparatus.</p>	<p>and supports whilst following instructions.</p> <p>Lesson 6 – To explore supports and balances during a game.</p>	<p>mirrored patterns</p> <p>Lesson 6 – To explore how we can use balances to collect objects with control.</p>	<p>seated balance.</p> <p>Lesson 6 – To maintain balance whilst moving objects around the body.</p>	<p>'leaning away' counter balancing with a partner or away from an object, creating their own movements.</p> <p>Lesson 5 – To apply 'lean too' balances in a variety of ways with some control on the floor.</p> <p>Lesson 6 – To manipulate an object using our bodies through different balances.</p>	
	<p>To perform basic movements following guidance on a range of activities</p> <p>They follow simple instructions although they may need the support of symbols or other prompts</p>	<p>To perform basic movements following guidance on a range of activities developing balance, agility and co-ordination, and begin To apply these in the range of activities with some support</p>	<p>To perform basic movements following guidance on a range of activities developing balance, agility and co-ordination, and begin To apply these in the range of activities with some support</p>	<p>To explore how we move through a range of different activities.</p> <p>To show preference To a certain was of moving around the room.</p>	<p>To develop understanding of movements linked To different apparatus and games with support.</p>	<p>They follow simple instructions although they may need the support of symbols or other prompts</p> <p>To develop understanding of movements linked To different apparatus and games with support.</p>	
	<p>Lesson 1 – To show awareness of how To manipulate and move objects.</p>	<p>Lesson 1 – To explore movements in different directions.</p>	<p>Lesson 1 – To explore how our different body parts move.</p>	<p>Lesson 1 – To explore movements in multiple directions.</p>	<p>Lesson 1 – To explore how far I can jump.</p> <p>Lesson 2 – To show awareness of others</p>	<p>Lesson 1 – to move around a space and apparatus with some balance.</p>	<p>Exploratory Move Explore Run</p>

	<p>Lesson 2 – To move around an area engaging with equipment.</p> <p>Lesson 3 – To understand that our body can move different objects.</p> <p>Lesson 4 – To be aware of others within a space and objects/equipment .</p> <p>Lesson 5 – To navigate around a space with others.</p> <p>Lesson 6 – To build anticipation ready, steady, go.</p>	<p>Lesson 2 – To show awareness that our body moves in different directions.</p> <p>Lesson 3 – To engage with copying a movement.</p> <p>Lesson 4 – To show awareness of others moving around themselves.</p> <p>Lesson 5 – To explore moving around others.</p> <p>Lesson 6 – To begin To listen To Go.</p>	<p>Lesson 2 – To understand we can manipulate objects with our body To move.</p> <p>Lesson 3 – To show awareness that our body can move in different ways</p> <p>Lesson 4 – To move around a space with others.</p> <p>Lesson 5 – To build anticipation ready, steady, go.</p> <p>Lesson 6 – To engage in play within an area.</p>	<p>Lesson 2 –To be aware of games around ourselves.</p> <p>Lesson 3 – To show preference towards equipment.</p> <p>Lesson 4 – To be aware our body moves in different ways.</p> <p>Lesson 5 – To engage with copying actions.</p> <p>Lesson 6 – To explore how To move different body parts.</p>	<p>within a space.</p> <p>Lesson 3 – To explore movements around obstacles.</p> <p>Lesson 4 – To show awareness of the shapes our bodies can make.</p> <p>Lesson 5 – To engage with copying movements.</p> <p>Lesson 6 – To explore how To manipulate different equipment with our bodies To make it move.</p>	<p>Lesson 2 – To engage with different apparatus in a space with others.</p> <p>Lesson 3 – To show awareness of games around themselves.</p> <p>Lesson 4 – To engage in balancing movements To develop gross motor skills.</p> <p>Lesson 5 – To show awareness of movement across different obstacles</p> <p>Lesson 6 – To show awareness that they are part of a game.</p>	<p>Chase Fast Slow Body Play Jump Copy Over Under Shape Friends Look</p> <p>On all: Hot Fast Tired Sweaty/ wet Cold Stretch</p>
Link to Real P.E	Y1—Applying Physical— I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed/ I can perform a single skill or movement with some	Y1— Cognitive— I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well/ I can understand	Y1—health and fitness— I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely/ I am aware of why exercise is important for good health/I am aware of the changes to the way I feel	Year 2—Personal— I know where I am with my learning and I have begun to challenge myself/ I try several times if at first I don't succeed and I ask for help when appropriate/I can follow instructions, practise safely and work on simple tasks by myself.	Year 2—Social— I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas/ I can help praise and encourage others in their learning/ I can work sensibly with others, taking turns and sharing.	Year 2— Creative—I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression/ I can begin to compare	

	control. I can perform a small range of skills and link two movements together/ I can move confidently in different ways. Lessons 1-6	and follow simple rules and can name some things I am good at/ I can follow simple instructions Lessons 1-6	when I exercise. Lessons 1-6	Lessons 1-6	Lessons 1-6	my movements and skills with those of others. I can select and link movements together to fit a theme/ I can explore and describe different movements. Lessons 1-6	
Year 5	Skill – Coordination: Footwork / Cool Down – Static Balance: One Leg	Skill – Dynamic Balance To Agility: Jumping and Landing/ Cool Down – Static Balance: Seated	Skill – Dynamic Balance: On a Line/ Cool Down – Coordination: Ball Skills	Skill – Coordination: Sending and Receiving/ Cool Down - Counter Balance: With a Partner	Skill – Agility: Reaction/Response/ Cool Down – Static Balance: Floor Work	Skill – Agility: Ball Chasing/ Cool Down – Static Balance: Stance	
	To develop control and balanced within a simple routine.	Use running, jumping, throwing and catching in isolation and in combination	Develop flexibility, strength, technique, control and balance	Apply basic principles suitable for attacking and defending	To develop flexibility, strength, technique, control and balance	Participate in team games, developing simple tactics for attacking and defending Continue To develop basic movements including running, jumping, throwing and catching	
	Lesson 1 – To move with purpose and respond to instructions.	Lesson 1 – To move through jumping from one marked location To	Lesson 1 – To work with pairs as we maintain control of a ball.	Lesson 1 – To throw and catch with some accuracy and control.	Lesson 1 – To explore game rules when rolling towards a target.	Lesson 1 – use speed and agility to react to a skill. E.g. running to beat a ball.	Move Follow Jump Directions Change

	<p>Lesson 2 – To hop, skill and jump in multiple directions with control.</p> <p>Lesson 3 – To combine different movement patterns within a game I.E Zig Zag, jump.</p> <p>Lesson 4 – To follow a leaders guidance and mirror movements.</p> <p>Lesson 5 – To follow movements pattern connecting balances.</p> <p>Lesson 6 – To apply balance in a game and work on their personal challenge</p>	<p>another.</p> <p>Lesson 2 – To jump in different directions from both feet with control along a line.</p> <p>Lesson 3 – To jump and land towards a target with control.</p> <p>Lesson 4 – To explore the different movements along apparatus and apply them with control.</p> <p>Lesson 5 – To jump with control towards a target, progressing in directional movement.</p> <p>Lesson 6 - To connect jumps in a forward trajectory with control and pattern.</p>	<p>Lesson 2 – To move with apparatus with control across different levels.</p> <p>Lesson 3 – To move across apparatus and change heights.</p> <p>Lesson 4 – To move through a circuit and apply dynamic balancing.</p> <p>Lesson 5 – To across apparatus demonstrating knowledge of shapes and speed.</p> <p>Lesson 6 – To work in pair and evaluate your own performance (Pupil voice).</p>	<p>Lesson 2 – to throw and catch a ball with some control against a target.</p> <p>Lesson 3 – To begin to use both hands to throw a ball towards a desired target.</p> <p>Lesson 4 – to kick and roll a ball using hands and feet with accuracy.</p> <p>Lesson 5 – To explore sending and receiving with different parts of our body and apply them within a game situation.</p> <p>Lesson 6 – To on challenging myself when applying our throwing and catching.</p>	<p>Lesson 2 – To throw and catch within a designated space whilst being aware of others around them</p> <p>Lesson 3 – To react to a dropped/thrown ball and catch It in the most appropriate way.</p> <p>Lesson 4 – To react to a large ball dropped and catch it whilst maintaining balance.</p> <p>Lesson 5 – To respond to instructions of shape, colour or hand to react when catching.</p> <p>Lesson 6 – To push a ball towards a desired target and focus on personal challenge.</p>	<p>Lesson 2 – To chase a ball and catch it with control within a desired distance.</p> <p>Lesson 3 – To chase a ball and engage in a game with rules and instructions.</p> <p>Lesson 4 – To throw and catch objects in multiple ways with control.</p> <p>Lesson 5 – To roll with coordination and direction.</p> <p>Lesson 6 – To balance whilst moving objects along equipment at faster speeds.</p>	<p>Balance Challenge Control Change High Low Under Over Speed Shapes Watch Catch Target Aim Roll Kick Copy/repeat Agility Distance Direction Fast Slow</p>
	<p>To play competitive games, modified where appropriate.</p>	<p>To apply running and jumping when moving around familiar apparatus.</p>	<p>To further develop flexibility through imitated movements and apply though balance.</p> <p>To apply</p>	<p>To further develop flexibility through imitated movements and apply though balance.</p>	<p>Pupils develop balance, agility and co-ordination, and begin To apply these in a range of activities</p>		

			knowledge of throwing and catching time simple competitive games with support.				
<p>Lesson 1 – To move within a game with support.</p> <p>Lesson 2 – To understand and follow instructions when moving in a variety of ways.</p> <p>Lesson 3 – To combine moving in a range of ways. I.E Jumps and skip.</p> <p>Lesson 4 – To follow and mirror simple movement.</p> <p>Lesson 5 – To follow footwork movement patterns with a partner.</p> <p>Lesson 6 – To apply balance and engage in games focusing on personal challenge.</p>	<p>Lesson 1 – to jump with some control toward a target.</p> <p>Lesson 2 – To jump in different directions, landing in a large space i.e hoop.</p> <p>Lesson 3 – To jump and land with both feet.</p> <p>Lesson 4 – To navigate a space on apparatus jumping and landing.</p> <p>Lesson 5 – To jump in a variety of ways with control towards a target.</p> <p>Lesson 6 – To connect jumps in a forward trajectory.</p>	<p>Lesson 1 – To work with pairs to maintain some control of a ball.</p> <p>Lesson 2 – To move across apparatus with some control.</p> <p>Lesson 3 – To move across apparatus and change heights with some support.</p> <p>Lesson 4 – To travel across apparatus in a circuit and demonstrate some knowledge of balancing.</p> <p>Lesson 5 – To move across apparatus at different heights and speeds following a model.</p> <p>Lesson 6 – To work in pair and evaluate your own performance (Pupil voice)</p>	<p>Lesson 1 – To throw and catch towards a target with some control.</p> <p>Lesson 2 – To send and receive a ball using different parts of our body.</p> <p>Lesson 3 – To throw and bounce a ball and catch from a partner</p> <p>Lesson 4 – to strike a ball with our hands and feet.</p> <p>Lesson 5 – To explore sending and receiving with different parts of our body against a surface.</p> <p>Lesson 6 – To challenge myself to send and receive a ball with control.</p>	<p>Lesson 1 – To understand games have rules and begin to follow them with support, when rolling items towards a target.</p> <p>Lesson 2 – To throw items in a space and be aware of other around them.</p> <p>Lesson 3 – To react to a drop/thrown ball and catch different sized objects.</p> <p>Lesson 4 – To react to a dropped/ thrown large ball and catch it.</p> <p>Lesson 5 – To respond appropriately to instructions to catch a ball e.g. red ball, blue ball.</p> <p>Lesson 6 – To push a ball/ object towards a target focusing on personal challenge.</p>	<p>Lesson 1 – To use speed and agility to react to an instruction e.g. chase the ball.</p> <p>Lesson 2 – To chase an ball across a space and stop it with control.</p> <p>Lesson 3 – To chase a ball around a space whilst working with a partner.</p> <p>Lesson 4 – To throw and catch different objects.</p> <p>Lesson 5 – To roll with some direction.</p> <p>Lesson 6 – To balance whilst moving along equipment.</p>	<p>Move</p> <p>Follow</p> <p>Jump</p> <p>Change</p> <p>Balance</p> <p>Control</p> <p>High</p> <p>Low</p> <p>Under</p> <p>Over</p> <p>Speed</p> <p>Shapes</p> <p>Catch</p> <p>Target</p> <p>Aim</p> <p>Roll</p> <p>Kick</p> <p>Copy/repeat</p> <p>Fast</p> <p>Slow</p> <p>Friend</p> <p>Hand</p> <p>Feet</p> <p>Chase</p>	

	Play games with rules in exploratory manner. Exploring different playing areas and equipment.	To explore the familiar apparatus using symbols and support To carry out a range of movement patterns.	To throw and catch toward a big target understanding how To throw different size apparatus. To show preference To objects.	To work with a partner with support. To further develop balance when moving around familiar apparatus.	Pupil To explore different balances with support and help using symbols and prompts.	To chase a ball showing preference. To change speed on request through symbols or verbal prompts.	
	Lesson 1 – To engage with movement around a space. Lesson 2 – To skip hop and move in different directions. Lesson 3 – To be aware of simple start stop instructions. Lesson 4 – To explore how To move my body high and low. Lesson 5 – To engage with following the leader. Lesson 6 – To be aware of other moving around as we balance.	Lesson 1 – To explore how fast we can move from different points. Lesson 2 – To navigate around a space in different directions. Lesson 3 – To be aware we can jump in different ways. Lesson 4 – To navigate a space. Lesson 5 – To engage with jumping in different directions. Lesson 6 – To jump in different directions To develop our gross motor skills.	Lesson 1 – To be aware of other around us as we move. Lesson 2 – To explore moving forwards and backwards. Lesson 3 – To show preference when using different equipment. Lesson 4 – To access different equipment as we move through different heights. Lesson 5 – To explore and access different surfaces e.g. uneven/uphill/dow nhill. Lesson 6 – To be aware of others in a space.	Lesson 1 – To explore how To move around obstacles. Lesson 2 – To understand we can manipulate objects To move them fast and slow. Lesson 3 – To explore how To move objects fast and slow. Lesson 4 – To understand we can move objects with different parts of our bodies. Lesson 5 – To engage with others in a space. Lesson 6 – To move around a space showing awareness of others.	Lesson 1 – To build anticipation, ready, steady, go. Lesson 2 – To understand that their actions cause a reaction and To repeat an activity To initiate this. Lesson 3 – To explore movements with different sized objects. Lesson 4 – To understand that we can manipulate objects To make them move. Lesson 5 –To move a ball in different directions. Lesson 6 – To understand that other are playing around you.	Lesson 1 – To be aware we can move objects with our body. Lesson 2 – To engage in a chase game. Lesson 3 – To understand others are moving around us. Lesson 4 – To understand that their actions cause a reaction and To repeat an activity To initiate this. Lesson 5 – To understand we can roll different objects. Lesson 6 – To explore how we can move our body faster.	
Link to real P.E	Y3—personal— I	Year 3—social—	Year 3—cognitive -	Year 3—creative—	Year 3—applying	Year 3—health	

	<p>cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice/ I know where I am with my learning and I have begun to challenge myself/ I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Lesson 1 – 6</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task/ I show patience and support others, listening well to them about our work. I am happy to show and tell them about my idea/ I can help praise and encourage others in their learning.</p> <p>Lesson 1 – 6</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions/ I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement/ I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p> <p>Lesson 1 – 6</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 challenging/ I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression/ I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p> <p>Lesson 1 – 6</p>	<p>physical—I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities/ I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency/ I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Lesson 1 – 6</p>	<p>and fitness—I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working/ I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down/ I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Lesson 1 – 6</p>	
Year 6	Coordination: Sending and Receiving/Agility: Reaction/Response	Dynamic Balance: On a Line/Static Balance: Stance	Agility: Ball Chasing/Static Balance: Floor Work	Coordination: Footwork/ Static Balance: One Leg	Swimming/ Physical alternate week alternatives.		

	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</p>	<p>compare their performances with previous ones and demonstrate improvement</p> <p>To achieve their personal best.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Develop flexibility, strength, technique, control and balance</p>			
	<p>Lesson 1 – To balance with control whilst maintaining co-ordination in both directions and on both sides</p> <p>Lesson 2 – To apply movement in different directions over apparatus.</p> <p>Lesson 3 – To use footwork to combine 2 movements whilst moving through obstacles.</p> <p>Lesson 4 – To move in multiple directions with control whilst avoiding opponents.</p> <p>Lesson 5 – To move</p>	<p>Lesson 1 – To jump with control landing on both feet following instructions of some key mechanics.</p> <p>Lesson 2 – To jump and land over different distances applying some simple tactics.</p> <p>Lesson 3 – To combine different jumps in a connected pattern.</p> <p>Lesson 4 – To follow a sequence of jump to develop jumping over distance.</p>	<p>Lesson 1 – To work individually and with peers to move an object with control and coordination.</p> <p>Lesson 2 – To move across 4 different levels with control and balance.</p> <p>Lesson 3 – To mirror movement through a range of balances.</p> <p>Lesson 4 – To apply movements with different speeds, levels and across apparatus.</p> <p>Lesson 5 – To maintain balance and co-ordination</p>	<p>Lesson 1 – To throw and catch working with a partner using co-ordination</p> <p>Lesson 2 – To follow game rules sending and receiving objects in different directions</p> <p>Lesson 3 – To throw with accuracy towards a large target.</p> <p>Lesson 4 – To throw various object in a variety of motions with accuracy.</p> <p>Lesson 5 – To play a competitive game with peers, using a range of body parts and skills to send and receive.</p>	<p>Lesson 1 – To develop reaction time with a partner and create a personal challenge.</p> <p>Lesson 2 – To react to a changing stimuli e.g. ball being throw in multiple directions</p> <p>Lesson 3 – to move our body to maintain control and balance.</p> <p>Lesson 4 – To use balance and support to manipulate our bodies to achieve a goal.</p> <p>Lesson 5 – to maintain movement with our bodies using balances and hold</p>		<p>Balance</p> <p>Control</p> <p>Directions</p> <p>Movement</p> <p>Distance</p> <p>Tactic/ rules</p> <p>Instructions</p> <p>Pass/ send</p> <p>Receive/ get</p> <p>Throw</p> <p>Target/ aim</p> <p>Body parts</p> <p>Score/ tally</p> <p>Challenge</p> <p>Balance</p> <p>Fast</p> <p>Slow</p> <p>Speeds</p> <p>High</p> <p>Low</p> <p>Under</p> <p>Over</p> <p>Jump</p>

	<p>through different obstacles connecting movement patterns and applying footwork with control.</p> <p>Lesson 6 – To participate in games following rules and look at what they did well.</p>	<p>Lesson 5 – To combine 4 or more jumps with control to achieve a greater distance.</p> <p>Lesson 6 – To combine and use jumps we have learnt with control during movement games.</p>	<p>whilst moving around a circuit whilst following instructions.</p> <p>Lesson 6 – To apply balance and coordination skills to a game.</p>	<p>To keep score.</p> <p>Lesson 6 – To challenge ourselves to beat own targets.</p>	<p>Lesson 6 – To apply balance and hold skills to games and activities within increasing control.</p>		
	<p>Begin To understand and play games by simple rules.</p>	<p>Develop balance, agility and co-ordination, and begin To apply these in a range of activities</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>To apply knowledge of throwing and catching time simple competitive games with minimal support.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>perform dances using a range of movement patterns</p>	<p>To apply running, jumping To different games with some level of accuracy.</p>	<p>Develop balance, agility and co-ordination, and begin To apply these in a range of activities with some focused application within a routine.</p>	

	<p>Lesson 1 – To maintain balance and movement with control.</p> <p>Lesson 2 – To begin to apply different directional movements over equipment.</p> <p>Lesson 3 – To use a range of footwork through apparatus with support</p> <p>Lesson 4 – To move in multiple directions across a space within a game.</p> <p>Lesson 5 – To move through different obstacles using different traveling movements.</p> <p>Lesson 6 – To understand games have rules and follow instructions with support.</p>	<p>Lesson 1 – To develop control when jumping off both feet.</p> <p>Lesson 2 – To jump and land in multiple directions over different distances.</p> <p>Lesson 3 – To follow a simple sequence with support.</p> <p>Lesson 4 – To combine different jumps guided by an adult to generate distance.</p> <p>Lesson 5 – To combine 3 multiple jumps to move across an area.</p> <p>Lesson 6 – To apply different jumps learnt during a game.</p>	<p>Lesson 1 – To pass and move objects with a peer with support.</p> <p>Lesson 2 – To move different height with some support from an adult.</p> <p>Lesson 3 – To follow a movement when working with a partner.</p> <p>Lesson 4 – To move across different apparatus in a range of ways with some control.</p> <p>Lesson 5 – To move through a circuit with some control.</p> <p>Lesson 6 – To apply our balance and coordination to move an object around our body with some support</p>	<p>Lesson 1 – To throw and catch in different directions with increasing control</p> <p>Lesson 2 – To understand games have rules, following them with support.</p> <p>Lesson 3 – To throw with accuracy towards an area.</p> <p>Lesson 4 – To throw with some accuracy in to an area.</p> <p>Lesson 5 – To participate in a competitive games using different parts of our body to send and receive.</p> <p>Lesson 6 – to understand how to apply what we have learnt, sending and receiving in different ways.</p>			<p>Balance</p> <p>Control</p> <p>Directions</p> <p>Movement</p> <p>Distance</p> <p>Instructions</p> <p>Pass</p> <p>Turn taking</p> <p>Throw</p> <p>aim</p> <p>Body parts</p> <p>Balance</p> <p>Fast</p> <p>Slow</p> <p>Speeds</p> <p>High</p> <p>Low</p> <p>Under</p> <p>Over</p> <p>Jump</p>
	Play games with rules in exploratory manner. Exploring different playing areas and equipment.	To explore floor balances across the room.	To introduce pupil To water, exploring the feeling and different movement.	To further develop understanding of throwing and catching towards an object.	To jump and land with some control on to objects. To explore different heights of jumps	To develop seated balancing with support of symbols To different shapes and movements,	

			<p>To further develop understanding of throwing and catching towards an object.</p> <p>To understand cause and effect, e.g. knocking down skittles.</p>	<p>To understand cause and effect, e.g. knocking down skittles.</p>	<p>understanding the sensory feeling.</p>		
	<p>Lesson 1 – To show awareness of how To move different body parts.</p> <p>Lesson 2 – To navigate a space and apparatus in different ways.</p> <p>Lesson 3 – To explore and access different surfaces e.g. uneven/uphill/downhill.</p> <p>Lesson 4 – To engage with copying actions to develop fine and gross motor skills.</p> <p>Lesson 5 – To explore how To move around obstacles.</p> <p>Lesson 6 – To understand others are playing around us.</p>	<p>Lesson 1 – To explore how we can jump in different ways.</p> <p>Lesson 2 – To jump off different equipment.</p> <p>Lesson 3 – To engage with copying an action.</p> <p>Lesson 4 – To understand that we can jump in different sizes (Long and Short).</p> <p>Lesson 5 – To navigate a space being aware of others.</p> <p>Lesson 6 – To be aware others are playing games around us.</p>	<p>Lesson 1 – to explore moving different objects.</p> <p>Lesson 2 – To explore moving at different heights.</p> <p>Lesson 3 – To engage in copying actions.</p> <p>Lesson 4 – To explore how we can move our body faster and slower.</p> <p>Lesson 5 – To access play equipment to build gross motor skills.</p> <p>Lesson 6 – To show awareness of how too manipulate and move objects.</p>	<p>Lesson 1 – To understand that their actions cause a reaction and to repeat an activity To initiate this.</p> <p>Lesson 2 – To understand overs are playing games around us.</p> <p>Lesson 3 – To explore how we can move different objects.</p> <p>Lesson 4 – To understand we can move objects with our hands.</p> <p>Lesson 5 – To be aware of others moving around a space.</p> <p>Lesson 6 – To explore how fast we can move.</p>			

<p>Linked to Real P.E</p>	<p>Year 4—personal - I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice/ I know where I am with my learning and I have begun to challenge myself/ I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>Year 4— social - I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task/ I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas/ I can help praise and encourage others in their learning</p>	<p>Year 4— cognitive I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions/ I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement/I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p>	<p>Year 4— creative - 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 challenging/ I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression/I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p>	<p>Year 4 – Physical - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities u I I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency n I I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>Year 4 – Health and Fitness -I can describe the basic fitness components. I can record and monitor how hard I am working u I I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down n I I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</p>	
---------------------------	--	---	---	---	--	--	--

Subject Curriculum Map

Subject: P.E.