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Autumn 2  Real P.E. Foundations: Juggling Key Concept – Coordination Big Question: How do we roll a ball? Curricular Goals Motor competence: To be able to roll a large ball and collect the rebound Healthy participation: To be able to encourage the children to celebrate  Learning objectives: Motor competence:  To be able to able to continue to develop their movement and ball skills.	•		Summer 1  Real P.E. Foundations: Squirrel Key Concept — Agility Big Question: How can you run and catch a ball that you have rolled? Curricular Goals Motor competence: To be able to roll a large ball, chase and collect it in a balanced position Healthy participation: To be able to share something they were good at in this challenge  Learning objectives Motor competence:  To be able to able to continue to develop their movement, balancing and ball skills. Rules. Strategies and tactics:  To be able to skip, hop and hold a pose for a game	Summer 2  Real P.E. Foundations: Seaside Key Concept — Counter balance Big Question: How can I work best with my friend? Curricular Goals Motor competence: To be able to sit with a partner holding hands with touching toes, lean in together and then move apart Healthy participation: To be able to encourage and praise each other during the activity  Learning objectives Motor competence:  To be able to able to continue to develop their movement and balancing. Rules. Strategies and tactics:  To be able to increasingly use and remember sequences and patterns of movements
Autumn 2 (Dance)  Dance – Studio  Key Concept – Footwork / Static balance / Agility / Coordination / Dynamic balance  Big Question: How do we make sure we can move safely around the room?  Curricular Goal  Rules, strategies and tactics: To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.  Learning objectives Rules, strategies and tactics:  To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to negotiate space and obstacles safely, with consideration for themselves and others  Motor competence:  To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Spring 1 (Games)  Real P.E. Foundations: Fairy Tales Key Concept – Coordination / Agility Big Question: How do we need to hold our hands to catch a ball? Curricular Goals Motor competence: To be able to catch a ball after two bounces and then one bounce Rules, strategies and tactics: To be able to react quickly and move forwards to catch it Healthy participation: To be able to encourage and praise each other during the activity To be able to take turns with a partner to drop a large ball.  Learning objectives Motor competence:  To be able to able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  To be able to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Rules, strategies and tactics: To be able to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		Summer 1 (Games)  Real P.E. Foundations: Jungle Key Concept – Static balance Big Question: What is a balance? Curricular Goals Motor competence: To be able to sit down and hold your balance for 10 seconds Healthy participation: To be able to find a challenge which is tricky and set themselves a goal for achieving it  Learning objectives Rules, strategies and tactics:  To be able to able to demonstrate strength, balance and coordination when playing. Motor competence: To be able to develop overall bodystrength, balance, co-ordination and agility.	Summer 2 (Games)  Real P.E. Foundations: Pirates Key Concept – Static balance Big Question: What can help me to balance? Curricular Goals Motor competence: To be able to balance on one leg for 10 seconds and challenge to switch to the other leg Healthy participation: To be able to celebrate the children for trying again when they were not successful.  Learning objectives Rules, strategies and tactics:  To be able to able to demonstrate strength, balance and coordination when playing a range of games
	Real P.E. Foundations: Juggling Key Concept – Coordination Big Question: How do we roll a ball? Curricular Goals Motor competence: To be able to roll a large ball and collect the rebound Healthy participation: To be able to encourage the children to celebrate  Learning objectives: Motor competence:  To be able to able to continue to develop their movement and ball skills.  Agility / Coordination / Dynamic balance Big Question: How do we make sure we can move safely around the room? Curricular Goal Rules, strategies and tactics: To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.  Learning objectives Rules, strategies and tactics: To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to negotiate space and obstacles safely, with consideration for themselves and others Motor competence:  To be able to move energetically, such as running, jumping, dancing, hopping,	Real P.E. Foundations: Juggling Key Concept — Coordination Big Question: How do we roll a ball? Curricular Goals Motor competence: To be able to roll a large ball and collect the rebound Healthy participation: To be able to encourage the children to celebrate Learning objectives: Motor competence:  To be able to able to continue to develop their movement and ball skills.  Motor potentiation  Dance — Studio  Dance — Studio  Dance — Studio  Real P.E. Foundations: Bike Key Concept — Coordination/ Footwork Big Question: What is a side step? Curricular Goals Motor competence: To be able to side-step in both directions Healthy participation: To be able to share something they were good at in this challenge Learning objectives: Motor competence:  To be able to able to continue to develop their movement and ball skills.  Real P.E. Foundations: Pairy Tales Key Concept — Footwork / Static balance / Agility / Coordination / Dynamic balance Big Question: How do we make sure we can move safely around the room? Curricular Goal Rules, strategies and tactics:  To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.  Learning objectives Rules, strategies and tactics:  To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to progress towards a more fluent style of moving, with developing control and grace.  To be able to negotiate space and obstacles safely, with consideration for themselves and others Motor competence:  To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  To be able to develop confidence, can be able to develop confidence, competence, precision and accuracy when	Real P.E. Foundations: Juggling Key Concept - Coordination Big Question: How do we roll a bail? Curricular Goals Motor competence: To be able to roll a large bail and collect the rebound healthy participation: To be able to encourage the children to celebrate Learning objectives: Motor competence:  **To be able to able to continue to develop their movement and ball skills.**  **Learning objectives: Motor competence:  **To be able to able to continue to develop their movement and ball skills.**  **Learning objectives: Motor competence:  **To be able to able to continue to develop their movement and ball skills.**  **Learning objectives: Motor competence:  **To be able to able to continue to develop their movement and ball skills.**  **Learning objectives: Motor competence:  **Lo be able to able to continue to develop their movement and ball skills.**  **De able to able to sale to sa	Real PL. Foundations: Juggling Real PL. Foundations: Sign One

**Physical Education Overview** 

Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	ar 1 Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
Area of P.E – Unit 1: Personal	Area of P.E – Unit 2: Social	Area of P.E – Unit 3: Cognitive	Area of P.E – Unit 4: Creative	Area of P.E – Unit 5: Physical	Area of P.E – Unit 6: Health & Fitness
Key Concept – Footwork / Static balance	Key Concept – Dynamic balance / Static	Key Concept – Dynamic balance / Static balance	Key Concept – Coordination / Counter balance	Key Concept – Coordination / Agility	Key Concept – Agility / Static balance
Big Question: In how many ways can you	balance	Big Question: How many strides can you take	Big Question: What different shapes and	Big Question: How do our reactions help us to	Big Question: Why is it important to exercise
move?	Big Question: In how many ways can you	without losing your balance?	balances can you make?	catch a ball?	Dig Question vity is it important to exercise
move:	balance?	without losing your balance:	balances can you make:	catch a ban:	Curricular Goals
Curricular Goals	balance:	Curricular Goals	Curricular Goals	Curricular Goals	Motor competence:
	Sundantan Carla				•
Motor competence:	Curricular Goals	Motor competence:	Motor competence:	Motor competence:	To be able to chase a ball rolled by a partner
To be able to apply the following skills - side-	Motor competence:	To be able to walk forwards and walk backwards	To be able to stand and roll a ball down to my	To be able to throw a large ball and catch the	and collect it in a balanced position facing th
step in both directions, gallop leading with	I can jump from 2 feet to 2 feet forwards,	with fluidity and minimum wobble on a line	toes and back up, then round my upper body	rebound with 2 hands from a 5 metre distance.	opposite direction, over a distance of up to 1
either foot, hop on either foot and skip.	backwards and side to side.	To be able to stand on a line with good stance for	using 2 hands	To be able to react and catch a large ball	metres
To be able to stand still for 10 seconds whilst	To be able to, in a seated position for 10	10 seco <mark>nds</mark>	To be able to sit holding hands with toes	dropped from shoulder height after 1 bounce,	To be able to reach round and point to the
balancing on one leg.	seconds, balance with no hands or feet	Rules, strategies and tactics:	touching and rock forwards, backwards and	from a distance of 1, 2 & 3 metres.	ceiling with either hand in a mini-front
Healthy participation:	touching the floor	To be able to understand and follow simple rules	side-to-side	Rules, strategies and tactics:	support, maintaining balance throughout
To be able to follow instructions, practise	Healthy participation:		Rules, strategies and tactics:	To be able to perform a small range of skills and	Healthy participation:
safely and work on simple tasks by myself.	To be able to work sensibly with others,	Learning objectives	To be able to explore and describe different	link two movements together.	To be able to be aware of why exercise is
	taking turns and sharing	Motor competence:	movements.		important for good health
Learning objectives		<ul> <li>To be able to develop balance and apply this</li> </ul>		Learning objectives	
Motor competence:	Learning objectives	in a range of physical activities (dynamic	Learning objectives	Motor competence:	Learning objectives
<ul> <li>To be able to develop balance individually</li> </ul>	Motor competence:	balance and static balance stance)	Motor competence:	To be able to master the basic movement of	Motor competence:
and apply this in a range of physical	To be able to develop balance	bulance and static bulance stance,	To be able to develop coordination and	throwing and catching individually and with	To be able to develop agility individually
activities (One leg balance)	individually and apply this in a range of		apply this in a range of activities.	others and apply this in a range of physical	and with others and apply this to a range
	physical activities (Seated balance).		To be able to develop balance	activities.	of physical activities.
To be able to develop the fundamental			·		1
movement skill of footwork.	To be able to master basic jumping		cooperatively with others and apply this in	To be able to develop coordination and	To be able to develop balance individual
	movements and apply this to a range of		a range of physical activities.	apply this in a range of activities.	and apply this in a range of physical
	physical activities.			To be able to develop agility individually and	activities (floorwork).
				with others and apply this to a range of	
				physical activities.	
				Healthy participation:	
				To be able to participate in team games	
				playing co-operatively.	
and the same of th					
Gymna	astics	Dan	ce	Athletics	
Key Concept - Footwork / Static balance / Dyna	mic balance / Agility	Key Concept - Footwork / Static balance / Dynamic	balance / Agility	Key Concept - Footwork / Dynamic balance / Agil	lity / Coordination
Big Question: What is a gymnast?		Big Question: What is a dancer?		Big Question: What is an athlete?	
			$^{1}$		
Big Question: What is a gymnast?  Curricular Goal	$\Pi \subseteq \mathcal{V}$	Big Question: What is a dancer?  Curricular Goal	$\cap$	Big Question: What is an athlete?  Curricular Goal	<i>(</i> < _
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics:	ロミい	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics:	)(]  -	Big Question: What is an athlete?  Curricular Goal  Rules, strategies and tactics:	etic sporting event
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics:  To be able to perform a simple sequence includir	ロミい	Big Question: What is a dancer?  Curricular Goal	)(]  -	Big Question: What is an athlete?  Curricular Goal	etic sporting event.
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics:  To be able to perform a simple sequence includir	ロミい	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed	)(]  -	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle	etic sporting event.
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includir balance, including the use of apparatus.	ロミい	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives	)(]  -	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle Learning objectives	etic sporting event.
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includir balance, including the use of apparatus.  Learning objectives	ロミい	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:	d with change of direction and levels.	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle Learning objectives Motor competence:	4
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includir balance, including the use of apparatus.  Learning objectives Motor competence:	ng a jump, a travelling movement and a stretch	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of	d with change of direction and levels.	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle  Learning objectives Motor competence:  To be able to begin to master the basic move	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includir balance, including the use of apparatus.  Learning objectives	ng a jump, a travelling movement and a stretch	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:	d with change of direction and levels.  r wide and short shapes	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle Learning objectives Motor competence:	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includir balance, including the use of apparatus.  Learning objectives Motor competence:	ng a jump, a travelling movement and a stretch	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of	d with change of direction and levels.  r wide and short shapes	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle  Learning objectives Motor competence:  To be able to begin to master the basic move	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence including balance, including the use of apparatus.  Learning objectives Motor competence:  To be able to know and use a variety of way	ng a jump, a travelling movement and a stretch s of traveling in response to set criteria (e.g.	Big Question: What is a dancer?  Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:	d with change of direction and levels.  r wide and short shapes	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athle  Learning objectives Motor competence:  To be able to begin to master the basic move	ments of running and throwing
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Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includin balance, including the use of apparatus.  Learning objectives Motor competence:  To be able to know and use a variety of way fast, wide etc.)  To be able to travel showing long and narro: To be able to show a variety of wide and narro: To be able to explore a range of movements speed To be able to travel and balance on the grou. To be able to transfer, adapt and apply skills	ng a jump, a travelling movement and a stretch s of traveling in response to set criteria (e.g. w, wide and short shapes rrow balances s in relation to gym and vary direction and and or apparatus – benches, low tables s, ideas and linked movements to apparatus	Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:  To be able to explore a range of movements in (forwards/backwards) and speed  To be able to communicate ideas through dance To be able to transfer, adapt and apply skills, in sequence To be able to create short phrases and simple sequence To be able to know and perform some basic da	d with change of direction and levels.  r wide and short shapes relation to dance and vary direction e eas and linked movements to a short dance tructures using appropriate movements	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athlet  Learning objectives Motor competence:  To be able to begin to master the basic movel  To be able to show some agility and coordinate	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includin balance, including the use of apparatus.  Learning objectives Motor competence:  To be able to know and use a variety of way fast, wide etc.)  To be able to travel showing long and narro: To be able to show a variety of wide and nare. To be able to explore a range of movements speed  To be able to travel and balance on the ground to be able to transfer, adapt and apply skills. To be able to jump in different shapes – star	ng a jump, a travelling movement and a stretch s of traveling in response to set criteria (e.g. w, wide and short shapes rrow balances s in relation to gym and vary direction and and or apparatus – benches, low tables s, ideas and linked movements to apparatus	Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:  To be able to explore a range of movements in (forwards/backwards) and speed  To be able to communicate ideas through dance To be able to transfer, adapt and apply skills, in sequence  To be able to create short phrases and simple set of the selling in relation to the dance idea	d with change of direction and levels.  r wide and short shapes relation to dance and vary direction e eas and linked movements to a short dance tructures using appropriate movements nce actions with some understanding of mood	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athlet  Learning objectives Motor competence:  To be able to begin to master the basic movel  To be able to show some agility and coordinate	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includin balance, including the use of apparatus.  Learning objectives Motor competence:  To be able to know and use a variety of way fast, wide etc.)  To be able to travel showing long and narro: To be able to show a variety of wide and nai To be able to explore a range of movements speed  To be able to travel and balance on the grout To be able to transfer, adapt and apply skills To be able to jump in different shapes — star Rules, strategies and tactics:	as of travelling in response to set criteria (e.g. w, wide and short shapes rrow balances in relation to gym and vary direction and and or apparatus – benches, low tables to ideas and linked movements to apparatus restricted.	Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:  To be able to explore a range of movements in (forwards/backwards) and speed  To be able to communicate ideas through dance To be able to transfer, adapt and apply skills, it sequence  To be able to create short phrases and simple sequence To be able to know and perform some basic day and feeling in relation to the dance idea  To be able to work in pairs to create a dance or	d with change of direction and levels.  r wide and short shapes relation to dance and vary direction e eas and linked movements to a short dance tructures using appropriate movements	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athlet  Learning objectives Motor competence:  To be able to begin to master the basic movel  To be able to show some agility and coordinate	ments of running and throwing
Big Question: What is a gymnast?  Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence includin balance, including the use of apparatus.  Learning objectives Motor competence:  To be able to know and use a variety of way fast, wide etc.)  To be able to travel showing long and narro: To be able to show a variety of wide and nai To be able to explore a range of movements speed  To be able to travel and balance on the ground to be able to transfer, adapt and apply skills To be able to jump in different shapes — star Rules, strategies and tactics:	ng a jump, a travelling movement and a stretch s of traveling in response to set criteria (e.g. w, wide and short shapes rrow balances s in relation to gym and vary direction and and or apparatus – benches, low tables s, ideas and linked movements to apparatus	Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed Learning objectives Motor competence:  To be able to travel showing long and narrow of Rules, strategies and tactics:  To be able to explore a range of movements in (forwards/backwards) and speed  To be able to communicate ideas through dance To be able to transfer, adapt and apply skills, in sequence  To be able to create short phrases and simple set of the selling in relation to the dance idea	d with change of direction and levels.  r wide and short shapes relation to dance and vary direction e eas and linked movements to a short dance tructures using appropriate movements nce actions with some understanding of mood	Big Question: What is an athlete?  Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athlet  Learning objectives Motor competence:  To be able to begin to master the basic movel  To be able to show some agility and coordinate	ments of running and throwing
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Year 2 Summer 1 (Games) Autumn 1 (Games) Autumn 2 (Games) Spring 1 (Games) Spring 2 (Games) Summer 2 (Games) Area of P.E – Unit 1: Personal Area of P.E – Unit 4: Creative Area of P.E – Unit 2: Social Area of P.E - Unit 3: Cognitive Area of P.E - Unit 5: Physical Area of P.E – Unit 6: Health & Fitness **Key Concept – Coordination/ Static balance** Key Concept – Dynamic balance / Static **Key Concept – Dynamic balance / Static balance** Key Concept - Coordination / Counter balance **Key Concept – Coordination / Agility** Key Concept – Agility / Static balance Big Question: What does a successful throw Big Question: How many different ways can Big Question: How many different ways can you Big Question: How many different ways can Big Question: Is it important to exercise you move a ball around your body? move forwards and backwards? look like? you move around a space? Big Question: How many different types of regularly? jumps can you do? **Curricular Goals Curricular Goals Curricular Goals Curricular Goals Curricular Goals** Rules, strategies and tactics: **Curricular Goals** Motor competence: Motor competence: Motor competence: Motor competence: To be able to apply the following skills: side-Motor competence: To be able to maintain balance on a line whilst To be able to stand and roll a ball up and down To be able to throw a tennis ball and catch it To be able to chase a bouncing ball fed by a steps with 180° with pivots and with reverse To be able to jump from 2 feet to 2 feet with lifting knees up to 90° and lifting heels up to my legs and round my upper body using 1 hand with each hand without a bounce as well as partner, starting in a seated/lying position, a guarter turn in both directions as well as with both right and left hand, maintaining and collect it in a balanced position facing the pivots, skip with knee and opposite elbow both strike a large, soft ball along the ground with my at 90° angle and hopscotch forwards and being able to stand on a line and jump from 2 To be able to stand on a low beam with a good hand 5 times in a rally. opposite direction, over a distance of up to 10 control. backwards on the same leg. feet to 1 foot and freeze on landing. stance for 10 seconds maintaining balance To be able to hold on with 1 hand and, with a Rules, strategies and tactics: Motor competence: To be able to pick up a cone from one side, throughout. long base, lean back, hold our balance and To be able to react quickly and catch a tennis ball To be able to place a cone on my tummy and To be able to complete 5 mini squats on one swap hands and place it on the other side Healthy participation: move back together again with a partner, dropped from shoulder height after 1 bounce take it off with the other hand in a mini-back leg whilst maintaining balance and on both and then return it whilst in a seated position To be able to explain why someone is working or maintaining balance throughout. from a distance of 1, 2 and 3 metres. support, maintaining balance throughout. with no hands or feet touching the floor performing well. Rules, strategies and tactics: To be able to perform a sequence of movements Healthy participation: legs. To be able to say how my body feels before, Healthy participation: Healthy participation: To be able to select and link movements with some changes in level, direction or speed. To be able to try several times if at first I don't To be able to help, praise and encourage during and after exercise and use equipment Learning objectives together to fit a theme and begin to compare succeed and ask for help when appropriate. others in their learning Motor competence: my movements and skills with those of others appropriately and move and land safely. Learning objectives To be able to develop balance and apply this Motor competence: Learning objectives Learning objectives in a range of physical activities, individually Learning objectives To be able to develop coordination and Learning objectives Motor competence: Motor competence: and with others becoming increasingly Motor competence: apply this in a range of activities, becoming Motor competence: To be able to develop coordination and To be able to develop balance confident and competent (dynamic balance • To be able to develop coordination, both increasingly confident and competent. To be able to develop agility individually apply this in a range of activities, individually and apply this in a range of and static balance stance) individually and with others, and apply (Sending and receiving) and with others and apply this to a range of increasingly challenging physical individually and with others, becoming physical activities, becoming this in a range of activities. To be able to develop agility individually and increasingly confident and competent. increasingly confident and competent To be able to develop balance with others and apply this to a range of activities. (Ball chasing) To be able to develop balance and apply (Seated balance). cooperatively with others, becoming physical activities. (React and respond) To be able to develop balance individually this in a range of physical activities

**Gymnastics** 

Key Concept - Footwork / Static balance / Dynamic balance / Agility / Coordination Key Concept - Footwork / Static b

Big Question: What does a gymnastic sequence look like?

individually and with others, becoming

increasingly confident and competent.

### Curricular Goals

### Rules, strategies and tactics:

To be able to compose a short simple sequence of 6 or more movements using a combination of travel, roll, balance, and jump linking movements both on the floor and on simple pieces of apparatus.

### Learning objectives

# Motor competence:

- To be able to explore different ways of travelling, rolling, balancing and jumping, both on the floor and on a range of simple equipment (upside down benches, medium tables and tilted benches)
- To be able to master the basic movements of balance, agility and co-ordination and begin to apply these to gymnastics activities.

### Rules, strategies and tactics:

- To be able to understand how one movement in gymnastics can link with another smoothly and continuously.
- To be able to understand that movement can be performed at different speeds and on different levels in gymnastics
- To be able to transfer, adapt and apply all the ideas safely to apparatus
- To be able to perform a forward roll and/or a dish roll.
- To be able to compose a short, simple sequence of six or more movements using different combinations of travel, roll, balance and jump on the floor (3 movements) and apparatus (3 movements)

To be able to master basic jumping movements and apply this to a range of physical activities, becoming

### increasingly confident and competent. Healthy participation:

### To be able to engage in competitive and co-operative physical activities, both against self and partner.

increasingly confident and competent and apply this in a range of physical activities.

### **Healthy participation:**

To be able to participate in team games, developing simple tactics for attacking and defending.

and apply this in a range of increasingly challenging physical activities. (static balance - floorwork)

Dance ce / Dynamic balance / Agility / Coordination

Big Question: What does it take to become a dancer?

### **Curricular Goals**

### Healthy participation:

To be able to work with a partner on in a small group to create and perform a dance which includes a change of speed, direction and level.

### Learning objectives

### Motor competence:

- To be able to able to explore different travelling movements long & narrow and wide & short
- To be able to able to perform a sequence, using simple movement patterns, showing a change of direction – forwards, backwards, left and right

### Rules, strategies and tactics:

- To be able to able to understand that movement can be performed at different speeds and on different levels
- To be able to able to understand how one movement can link with another smoothly and
- To be able to able to perform whole dances with a simple structure
- To be able to able to perform a simple sequence with a partner or small group
- To be able to able to describe and repeat different rhythms
- To be able to able to create a dance with a change of speed, direction and level.

### Healthy participation:

To be able to able to observe each other dancing and identify/describe the different actions, relationships, formations and quality of performance

# Athletics

Key Concept - Footwork / Dynamic balance / Agility / Coordination

Big Question: How do you prepare for sports day?

### **Curricular Goals**

### Healthy participation:

To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event.

### Learning objectives

### Motor competence:

- To be able to master the basic movements of running and throwing
- To be able to show agility and coordination in relation to running, throwing and jumping

Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
Area of P.E – Unit 1: Personal	Area of P.E – Unit 2: Social	Area of P.E – Unit 3: Cognitive	Area of P.E – Unit 4: Creative	Area of P.E – Unit 5: Physical	Area of P.E – Unit 6: Health & Fitness
Key Concept – Coordination	Key Concept – Dynamic balance	Key Concept – Dynamic balance	Key Concept – Coordination	Key Concept – Agility	Key Concept – Agility
Big Question: How many different footwork	Big Question: In what sports would you	Big Question: How can you improve your	Big Question: How many different ways can	Big Question: How quick are your reactions?	Big Question: Why is it important that we
•		balance?	you throw and catch?	big Question. How quick are your reactions:	warm up before exercise
patterns can you think of?	need to use jumping?	balancer	you throw and catch?	Constantan Carlo	warm up before exercise
				Curricular Goals	
Curricular Goals	Curricular Goals	Curricular Goals	Curricular Goals	Rules, strategies and tactics:	Curricular Goals
Motor competence:	Motor competence:	Motor competence:	Motor competence:	To be able to react quickly and catch a	Motor competence:
To be able to hopscotch forwards and	To be able to jump from 2 feet to 2 feet with	To be able to perform a marching action, lifting	To be able to strike a ball with alternate hands	tennis ball dropped from shoulder height	To be able to chase a large bouncing ball, let
backwards, alternating my hopping leg each	180° turn in either direction, maintaining	knees and elbows up to a 90° angle.	in a rally and kick a ball using alternative feet.	after 1 bounce, balancing on 1 leg from a	roll through my legs and then collect it in a
time with fluency and control, starting slowly	balance throughout.	Healthy participation:	Healthy participation:	distance of 2 metres.	balanced position facing the opposite
and then at maximum speed.	Healthy participation:	To be able to explain what I am doing well	To be able to make up my own rules and	To be able to select and apply a range of	direction from a distance of up to 10m.
Healthy participation:	To be able to show patience and support	To be usic to explain what fain doing wen	versions of activities	11,	Healthy participation:
		Lagurius abis sticca	versions of activities	skills with good control and consistency	To be able to describe how and why my body
To be able to know where I am with my	others listening carefully to them about our	Learning objectives			
learning	work	Rules, strategies and tactics:	Learning objectives	Learning objectives	changes during and after exercise
		To be able to develop technique, control and	Healthy participation:	Healthy participation:	
Learning objectives	Learning objectives	balance.	<ul> <li>To be able to able to communicate,</li> </ul>	To be able to able to communicate,	Learning objectives
Healthy participation:	Motor competence:	<ul> <li>To be able to use a range of footwork</li> </ul>	collaborate and compete with each other.	collaborate and compete with each other.	Motor competence:
To be able to able to compare their	To be able to able to use different jumps	patterns in different ways and to link them to	To be able to play competitive games,	To be able to compare their performances	To be able to able to use running,
performances with previous ones and	both in isolation and in combination	make actions and sequences of movement.			throwing and catching in isolation and in
·		make actions and sequences of movement.	modified where appropriate	with previous ones and demonstrate	
demonstrate improvement.	To be able to develop technique, control		To be able to develop technique and	improvement to achieve their personal	combination.
<ul> <li>To be able to communicate and</li> </ul>	and balance in jumping.		control when throwing and catching.	best.	Healthy participation:
collaborate with teammates.			Motor competence:	Motor competence:	To be able to able to communicate and
Motor competence:			<ul> <li>To be able to use throwing and catching</li> </ul>	To be able to develop technique, control	collaborate with each other.
To be able to develop footwork			both in isolation and in combination.	and balance when moving to catch a ball.	
techniques showing control.			South in Isolation and in Communication.	und balance when moving to catch a ball.	
teeningues showing control.					
Q		Down Provided in the Control of the		AALI	***
Gymn		Dan		Athle	
Key Concept – Footwork / Static balance / Dyna		Key Concept – Footwork / Static balance / Dynamic		Key Concept – Footwork / Dynamic balance / Agi	• •
Big Question: What does It take to become a gy	ymnast?	Big Question: How do you prepare for a dance sho	w?	Big Question: What is healthy competition in ath	letics?
<ul> <li>Learning objectives Motor competence: <ul> <li>To be able to move in a variety of ways using different directions, beginning to show some strength, technique, balance, control and flexibility.</li> <li>To be able to hold a balance and explain how strength and flexibility can help improve it</li> <li>To be able to understand and show individual actions which in create a change of front and direction e.g. cartwheel/rolls (Including teddy and backwards roll) /jumps/bunny-hops to one side.</li> </ul> </li> <li>Rules, strategies and tactics: <ul> <li>To be able to select movements and create a sequence to illustrate change of front or direction.</li> </ul> </li> <li>To be able to select movements and create a sequence and compare and contrast it with another.</li> <li>To be able to transfer all these ideas and skills onto apparatus and extend or adapt them as necessary.</li> <li>To be able to use space and complex apparatus safely.</li> <li>To be able to design and perform a sequence including rolls, travel and jumps, beginning to show some strength, technique, control, balance and flexibility.</li> </ul> <li>Healthy participation:</li>		<ul> <li>Learning objectives Rules, strategies and tactics:         <ul> <li>To be able to explore and develop dance movement/actions initiated by the stimulus with greater control, fluency and coordination</li> <li>To be able to improvise, translating ideas from a stimulus into movement</li> <li>To be able to remember, repeat and perform phases in a dance with an awareness of tempo, dynamics and expressive qualities</li> <li>To be able to shape movement into a whole dance with a simple structure</li> <li>To be able to choreograph and perform a short dance to a given dance track that includes at least 3 dance steps</li> <li>Healthy participation:</li> <li>To be able to share and create dance phrases with a partner and small group</li> </ul> </li> </ul>		<ul> <li>Learning objectives Motor competence: <ul> <li>To be able to run consistently and smoothly over different distances, beginning to show some strength, technique and control.</li> <li>To be able to demonstrate different combinations of jumps, beginning to show some strength, technique, flexibility and control.</li> </ul> </li> <li>Rules, strategies and tactics: <ul> <li>To be able to understand 'pacing' their run.</li> <li>To be able to choose and use different ways of running, jumping and throwing-dependent on the activity.</li> <li>To be able to use simple tactics when running a race.</li> <li>To be able to observe and describe specific aspects of running, jumping and throwing styles.</li> </ul> </li> <li>Healthy participation: <ul> <li>To be able to evaluate the effectiveness of their own athletic and others performance.</li> </ul> </li> </ul>	
<ul> <li>To be able to begin to communicate and co</li> <li>To be able to begin to evaluate and reflect of</li> </ul>					

Autumn 1 (Games)	Autumn 2 (Games)		(ear 4	Summer 1 (Games)	Summer 2 (Games)
Autumn 1 (Games)  Area of P.E – Unit 1: Personal  Key Concept – Coordination  Big Question: How important is it to challenge yourself in physical activity?  Curricular Goals  Motor competence:  To be able to complete 3 step zigzag patterns both forwards and backwards  Healthy participation:  To be able to begin to challenge myself  Learning objectives  Rules, strategies and tactics:  To be able to develop a range of footwork techniques showing control  Healthy participation:  To be able to communicate and collaborate with each other.  To be able to compete against each other during modified competitive games and apply basic principles suitable for attacking and defending.	Autumn 2 (Games)  Area of P.E – Unit 2: Social Key Concept – Dynamic balance Big Question: How can we ensure that everyone gets to have their say within a team?  Curricular Goals Motor competence: To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout. Healthy participation: To be able to happily show and tell others about my ideas.  Learning objectives Motor competence:  To be able to able to use a range of different jumps both in isolation and in combination. Rules, strategies and tactics: To be able to develop technique, control and balance in jumping. Healthy participation: To be able to communicate and collaborate with each other.	Spring 1 (Swimming)  Key Concept – Agility / Coordination / life skill Big Question: How do people stay afloat and travel in water?  Curricular Goals Motor competence: To be able to swim competently, confidently and proficiently, using a range of stokes effectively, over a distance of 25 metres. To be able to perform safe self-rescue in different water based situations.  Learning objectives Motor competence:  To be able to able to perform safe self- rescue in different water based situations  To be able to able to swim competently, confidently and proficiently over a distance of at least 25 metres  To be able to able to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	Spring 2 (Games)  Area of P.E – Unit 4: Creative Key Concept – Coordination Big Question: What techniques do you need for successful throwing and catching/sending and receiving?  Curricular Goals Motor competence: To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning. Rules, strategies and tactics: To be able to recognise similarities and differences in movements and expression  Learning objectives Rules, strategies and tactics:  To be able to develop technique, control and balance within a range of ball skills.  To be able to apply and develop a range of coordination ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement.  To be able to communicate and collaborate with each other.  To be able to compete against each other during modified competitive games (squash).	Summer 1 (Games)  Area of P.E – Unit 5: Physical Key Concept – Agility Big Question: How can tactics help you in a game situation?  Curricular Goals Rules, strategies and tactics:  • To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 3 metres.  • To be able to select and apply a range of skills with good control and consistency.  Learning objectives Rules, strategies and tactics:  • To be able to develop technique, control and balance within a range of agility ball skills.  Healthy participation:  • To be able to communicate and collaborate with each other.  • To be able to compete against each other during modified competitive games.	Summer 2 (Games)  Area of P.E – Unit 6: Health & Fitness Key Concept – Agility Big Question: How do our bodies react to exercise?  Curricular Goals Motor competence: To be able to chase a tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. Healthy participation: To be able to explain why we need to warmup and cool down  Learning objectives Rules, strategies and tactics:  To be able to develop balance, technique and control within a range of agility skill. To be able to apply and develop a range of agility ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement.  Motor competence: To be able to able to use running, throwing and catching in isolation and in combination.
Gymnastics  Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination  Big Question: How does Simone Biles create a floor routine?		Da  Key Concept – Footwork / Static balance / Dynam  Big Question: How could you dance at a country t		Athle Key Concept – Footwork / Dynamic balance / Agi Big Question: How can an athlete get better?	
Curricular Goal Rules, strategies and tactics:		Curricular Goals Rules, strategies and tactics:	/\J	Curricular Goals Healthy participation:	

To be able to design and perform a sequence, with a partner including rolls, travel, jumps and balances, both on the floor and on more complex apparatus.

### **Learning objectives**

### Motor competence:

• To be able to able to use space and more complex apparatus safely, showing some strength, technique, balance, control and flexibility.

### Rules, strategies and tactics:

- To be able to able to identify and use skills which transfer weight from feet to hands and back to feet again, showing some strength, technique, balance, control and flexibility.
- To be able to able to move into and perform a range of skills with control and accuracy, showing some strength, technique, balance, control and flexibility.
- To be able to able to demonstrate how to land safely
- To be able to able to match different types of jumps with different rolls
- To be able to able to create a sequence with a partner linking rolls with jumps, balances and travelling movements
- To be able to able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor
- To be able to able to design and perform a sequence with a partner including rolls, travel, jumps and balances

### Healthy participation:

- To be able to communicate and collaborate with others
- To be able to evaluate and reflect on their performances

To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps

### Learning objectives

### Motor competence:

- To be able to show an understanding of shapes, levels and speeds
- To be able to understand how to move into and from a range of skills with control and accuracy e.g. jumping in dance

### Rules, strategies and tactics:

- To be able to refine, repeat and remember dance phrases as an individual and in pairs
- To be able to develop a dance motif using speed and action
- To be able to create a sequence side by side with a partner
- To be able to display clarity of body shape in dance
- To be able to link dance movements/sections using appropriate transitional movements
- To be able to choose and use appropriate dynamics in dance
- To be able to use different group formations to interpret dance ideas
- To be able to perform with an understanding of the mood of a dance

### Healthy participation:

To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps

To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and describe and evaluate the effectiveness of performance and recognise aspects that need to be improved.

### Learning objectives

### Motor competence:

- To be able to understand and demonstrate the difference between sprinting and running for sustained periods of time
- To be able to demonstrate a range of throwing techniques, with some strength, technique, balance, control and flexibility.
- To be able to throw with some accuracy and power into a target area

### Rules, strategies and tactics:

- To be able to consolidate and improve the quality, range and consistency of techniques used for particular activities
- To be able to perform a range of jumps, showing consistent techniques, with some accuracy strength, technique, balance, control and flexibility.

### Healthy participation:

To be able to describe and evaluate the effectiveness of performance and recognise aspects that need to be improved

### Year 5 Autumn 1 (Games) Autumn 2 (Games) Spring 1 (Games) Spring 2 (Games) Summer 1 (Games) Summer 2 (Games) Area of P.E – Unit 4 Physical Area of P.E - Netball Area of P.E – Unit 5 Health and Fitness Area of P.E - Football Area of P.E - Unit 6 Personal Area of P.E - Rounders Key Concept – Dynamic balance/ Static Key Concept - Footwork / Dynamic balance Key Concept - Static balance/ Coordination Key Concept - Footwork / Dynamic balance / Key Concept – Coordination / Agility Key Concept - Footwork / Agility / Agility / Coordination Big Question: How important are tactics in a Agility / Coordination Big Question: What sports involve ball chasing Coordination Big Question: How important is it to be able Big Question: What does it take to play for Hull as well as sending and receiving? Big Question: What skills does it take to play Big Question: How do we use our body game situation? differently when combining jumps? to react and respond to the ball? City FC? a rounders match? **Curricular Goals Curricular Goals Curricular Goals Curricular Goals Curricular Goal Curricular Goals** Motor competence: Motor competence: To be able to catch a small ball thrown close to Motor competence: Healthy participation: Healthy participation: To be able to throw 2 tennis balls against a wall Healthy participation: To be able to hop forwards and backwards, as To be able to successfully use all taught skills and away from my body, first whilst stood on a To be able to successfully use all taught skills in a circuit, in both directions with right and left To be able to successfully use all taught skills when competing in a netball match. line and then whilst stood on a low beam. when competing in a football match. when competing in a rounders match. well as sideways, raising my knee and freezing on landing maintaining balance and landing To be able to roll and chase a large ball, stopping on a line. **Learning objectives** To be able to move in a 3-step zigzag pattern, Learning objectives it with my head in a front support position facing Learning objectives To be able to stand still on an uneven surface Motor competence: with a knee raise across my body or lifting my Motor competence: the opposite direction from a distance of up to Motor competence: for 30 seconds with eyes closed, complete 10 To be able to able to use running, foot up behind me, just before I change lead leg To be able to able to use running, jumping, 10 metres. To be able to able to begin to use squats into ankle extensions and complete 5 and direction, with fluency and control, starting **Healthy participation:** jumping, throwing and catching in throwing and catching in isolation and running, throwing and catching in slowly and then at maximum speed To be able to cope well and react positively when squats with eyes closed. isolation and combination in netball. combination. isolation and combination in rounders. Rules, strategies and tactics: Healthy participation: things become difficult as well as being able to To be able to develop technique and To be able to develop technique and To be able to develop technique and To be able to record and monitor how hard I am To be able to perform a variety of movements persevere with a task and improve my control in netball. control. control. working, explain how often and how long I performance through regular practice and skills with good body tension and link Healthy participation: Healthy participation: Healthy participation: actions together so that they flow in running, should exercise to be healthy and describe the To be able to play a modified competitive To be able to play a modified competitive To be able to begin to play a modified jumping and throwing activities. basic fitness components. Learning objectives game of netball, applying the basic game of football, applying the basic competitive game of rounders, applying Motor competence: principles of attacking and defending. principles of attacking and defending. the basic principles of attacking and Learning objectives

# Motor competence:

To be able to jump in isolation and in combination.

### Healthy participation:

- To be able to develop control and balance, comparing their performances with previous ones, demonstrating improvement to achieve their personal best.
- To be able to play modified competitive games, applying the basic principles of attacking and defending.
- To be able to evaluate and recognise their own success.

- To be able to evaluate and recognise their own success.
- To be able to enjoy communicating, collaborating and competing with each

### Learning objectives

- To be able to able to develop technique.
- To be able to develop control and balance. Rules, strategies and tactics:
- To be able to link a range of footwork skills to make a sequence of movement.
- To be able to compare performances with previous ones, demonstrating improvement to achieve their personal best.
- To be able to play modified competitive games, applying the basic principles of attacking and defending.
- To be able to evaluate and recognise their own success.

- To be able to evaluate and recognise their own success.
- To be able to enjoy communicating, collaborating and competing with each other.
- To be able to able to use running, throwing and catching in isolation and combination.
- To be able to develop technique and

### **Healthy participation:**

- To be able to play modified competitive games, applying the basic principles of attacking and defending. To be able to evaluate and recognise their
- To be able to enjoy communicating,
- collaborating and competing with each other.

- defending.
- To be able to begin to evaluate and recognise their own success in rounders
- To be able to enjoy communicating, collaborating and competing with each other in rounders

### Gymnastics

Key Concept - Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to get a gymnast to a World Championships event?

### **Curricular Goal**

### Rules, strategies and tactics:

To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls, including the use of more complex apparatus.

### Learning objectives

### Motor competence:

- To be able to demonstrate how to land safely and sink down into a roll on the floor, matching different types of jumps with different rolls.
- To be able to demonstrate a variety of balanced positions, including ones with feet high, showing strength, technique, balance, control and flexibility.
- To be able to identify and use a range of travelling, jumping and turning movements on different levels showing ways of balancing on different body parts.
- To be able to move smoothly into and from a balance and link balances with travelling and rolling actions as well as moving in different directions.
- To be able to show a variety of travelling, jumping, rolling and balancing skills, showing strength, technique, balance, control and flexibility.

- To be able to observe and describe the movements of others in gymnastics using appropriate and descriptive language.
- To be able to enjoy communicating and collaborating with others
- To be able to effectively evaluate and reflect on their performances

Key Concept - Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to get to the finals of Britain's Got Talent as a dancer?

Dance

### **Curricular Goal**

### Rules, strategies and tactics:

To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood

### Learning objectives

## Motor competence:

- To be able to refine, repeat and remember dance phrases as an individual and in pairs
- To be able to develop a dance motif using speed and action
- To be able to demonstrate movement patterns and work with a partner to structure a dance using unison, mirroring and canon
- To be able to link dance movements/ sections using appropriate transitional movements
- To be able to show an understanding of shapes, levels and speeds
- To be able to understand how to move into and from a range of skills with control and accuracy
- To be able to perform dance movement with clear control and balance in both shape and action To be able to perform with an understanding of the mood of a dance
- To be able to understand how dance communicates character moods, ideas and feeling
- To be able to respond imaginatively through movement to a range of dance stimuli

### Rules, strategies and tactics:

- To be able to choose and use appropriate dynamics in dance
- To be able to choreograph and perform a dance with a partner, using a range of movement patterns, including mirroring, control, balance, action and mood.

### **Athletics**

Key Concept - Footwork / Dynamic balance / Agility / Coordination Big Question: What does it take to get an athlete to the Olympics?

### **Curricular Goals**

### Healthy participation:

To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and compare and contrast performance using appropriate language

### **Learning objectives**

### Motor competence:

- To be able to use running and throwing in isolation and in combination, showing strength, technique, balance, control and flexibility.
- To be able to run at different speeds smoothly and with consistency
- To be able to demonstrate the difference between sprinting and running for sustained periods of time
- To be able to understand 'pacing' to keep going maintaining quality of action
- To be able to demonstrate a range of throwing techniques (in shot put, discus, Javelin and a range of balls), with some accuracy strength, technique, balance, control and flexibility.
- To be able to recognise and use different jumping styles (long jump and triple jump) with some accuracy strength, technique, balance, control and flexibility.

### Rules, strategies and tactics:

To be able to perform a range of jumps, showing consistent techniques.

### Healthy participation:

To be able to compare and contrast performances using appropriate language

### Rules, strategies and tactics:

- To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls.
- To be able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor.

### Healthy participation:

- To be able to observe and describe the movements of others in dance using appropriate and descriptive language
- To be able to make simple assessments of performance and composition based on criteria set by the teacher

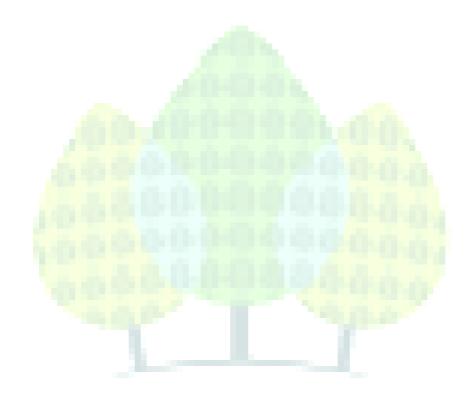
To be able to describe and evaluate the effectiveness of performance and recognise aspects

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change in body shape, level and using different parts of the body (counter-balance is pushing or leaning against a partner and counter-tension is pulling or leaning away from a partner)  To be able to match and mirror balances with a partner using different shapes (symmetrical/asymmetrical) and levels NB some balances will have one point of contact  To be able to link four combined balances with appropriate movements showing variations in shape, level, speed and direction, and showing strength, technique, balance, control and flexibility.  Rules, strategies and tactics:  To be able to understand, identify and use a variety of methods of moving into and away from balances  To be able to understand, identify and use a variety of methods of moving into and severe sequence) onto appropriate apparatus  back to back, face to face, meeting and parting  To be able to use mirror movements with a partner, performed at the same time but using opposite limbs  Rules, strategies and tactics:  To be able to unknown and admonstrate the basic principles of relay take overs  Rules, strategies and tactics:  To be able to own with a partner/small group develop a sequence of canon movement using rhythm and timing  To be able to understand, identify and use a variety of methods of moving into and away from a balances with appropriate piece of music to dance to  Healthy participation:  To be able to understand and demonstrate the basic principles of relay take overs  Rules, strategies and tactics:  To be able to ochoose appropriate techniques for specific events.  To be able to ochoose appropriate techniques for specific events.  To be able to work with a partner/small group develop a sequence of canon movement using rhythm and timing  To be able to work with a partner/small group develop a sequence of canon movement using rhythm and timing  To be able to understand, and demonstrate the basic principles of relay take overs  Rules, strategies and tactics:  To be able to work with a partner/small group develop a sequence of anon moveme		oten teneden belen i di di di di di di					
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		ly		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2			
To be able to create a sequence of taught skills, showing strength, technique, balance,							
control and flexibility, with attention to the enjoyment of an audience	control and flexibility, with attention to the	enjoyment of an audience					

**Healthy participation:** 

- To be able to enjoy communicating and collaborating with others
- To be able to effectively and constantly evaluate and reflect on their performances.



# Kingswood Parks