

**PE Progression of Skills 2022/2023**

**OUR VISION FOR TREWIRGIE INFANTS’SCHOOL**

 **‘We care, we help, we succeed’**

**OUR MISSION:**

* To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
* For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
* To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.



***At Trewirgie Infants’ & Nursery School, PE lessons are taught creatively and actively to enthuse and engage our children to be fit and healthy. It follows the National Curriculum aims and objectives but is delivered following the Arena scheme to show progression and continuity of skills. Being active is part of who we are and as a school, we understand that children need opportunities to be active in lessons throughout the day, not just in formal P.E. lessons.***

**Curriculum statement**

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| **INTENT**(curriculum design, coverage and appropriateness) | **IMPLEMENTATION**(curriculum delivery, teaching and assessment) | **IMPACT**(attainment and progress) |
| At Trewirgie Infant and Nursery School, Physical Education is an integral part of our curriculum, and we strive to create a culture which aims to inspire an active generation to enjoy physical movement, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social, and moral development. We aspire for children to adopt a growth Mindset and believe that anything can be achieved with determination and resilience. At Trewirgie Infant and Nursery Schol, we offer a dynamic and varied program of activity to ensure that all children progress physically through a unique and fully inclusive PE curriculum. Real PE ensures fundamental movement skills are taught via non-traditional games and activities which enable all abilities to take part in lessons on a level playing field. Sports specific lessons with coaches use the Real PE approach and language and encourage children to apply the skills learnt. Our curriculum aims to improve the well-being and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We aim to enable all children to achieve their personal best.  | Real PE ensures fundamental movement skills are developed progressively and uses clear steps of progression at every level. Teachers use interactive resources to support their teaching and CPD from Real Pe trainers. Our progression of skills sets out when specialism sports and Real PE units are taught. Positive peer language is used so that all children feel safe and supported to have a go and succeed in a lesson no matter what level of physical skills that they have.Every child has one Real PE lesson with the class teacher and one sports specific lesson with a specialist coaches.The school sports premium is used to improve the provision of PE in a number of ways, adding additional specialist coaching staff to support lessons, run practices and prepare for events, along with running lunchtime clubs and afterschool clubs, and CPD for staff.We provide a wide range of after school clubs which provide opportunities for the children to participate in a range of activities and develop their skills further. During the year, children have the opportunity to take part in competitive sport through our inter MAT competitions. Teachers and coaching staff use their lesson observations and assessment strands to make a judgement based within age-related expectations, above or below at the end of each half-term. | At Trewirgie Infant and Nursery School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities, and we can demonstrate impact through our own Monitoring & Evaluation tool (TPAT CD Wheel). All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity which becomes part of their future life outside of primary school. Children can represent the school at sporting events. We share sporting achievements both in and out of school in Celebration Assembly, so that we are promoting sports and activities, as well as celebrating all levels of success.  |

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| **Physical Education****National Curriculum aim:** *Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.* |
| EYFS | YEAR 1 | YEAR 2 |
| ELG - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.ELG - Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. | I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game and competitive situation.I can use the skills I have learned to jump and bound, run, move in different directions and balance in different shapes and in competitive situations.I can recall and perform a dance based on Animals. I can describe the work of others.I can use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation.I can use the skills bouncing, dribbling, passing and receiving and apply them to a Basketball game.I can choose 2 - 4 different gymnastic actions and link these together, using the floor and apparatus with a start and finish positions.I am beginning to increase the distance I can jump, hop and leap by improving my technique.I am active daily and take part in playground activities.I know the names of 2 games which I can play which make me out of breathI can follow instructions and play safely with others. I can describe my own work in PE.I can practice and perform a dance based on celebrations. I can work with a partner, using levels and travel actions in my dance. | I can create and perform a short dance based on dinosaurs with a start and finish in my dance.I can create a gymnastic sequence using the floor and apparatus of 4 different actions showing stretched and curled actions with different pathways and moving in different directions, including a start and finish position.I can play a mini soccer game and I am beginning to understand attack and defence.I can send, receive and steer a ball in a competitive situation.I can work with a partner to complete an orienteering course of 10 controls on a playground.I can work in a group to cross an imaginary river safely, using only the equipment on the river bank to help me and work as part of a team.I can include a jump in my gymnastic sequence using the floor and apparatus. I can recall and perform most of the dance on Antarctica making some comments on others work.I can increase the distance I jump by improving my technique and link a hop, jump and leap together, using my arms to help increase distance, my head for balance and my legs for a good take-off and landing I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee, bowl a ball underarm or overarm towards a target a designated area, allowing the ball to bounce once. I can stop the ball and throw back to the bowler or a set of stumps.I am active daily and take part in physical activities with my family.I know the difference between healthy foods and unhealthy foods.I can describe my actions and those of others using simple terms. |
|  | **EYFS** | **YEAR 1** | **YEAR 2** |
| **Autumn** | **Personal-Coordination, static balance ( 6 sessions)** **Focus:****Expected:** enjoy simple tasks with help**Exceeding:** Follow simple tasks by myself and follow instructions to practise safely.**Social-Dynamic balance, static balance, agility** **Focus:** **Expected:** play with others, take turns and share with help**Exceeding:** I work sensibly with others, taking turns and sharing. |  **Plymouth Argyle Specialisms-** **Netball (6 sessions) Basketball (6 sessions)****Personal-Coordination, static balance ( 6 sessions)** **Focus:****Expected:** I can work on simple tasks by myself, follow instructions and practise safely.**Exceeding:** I can try several times and if I don’t succeed, I ask for help.**Social-Dynamic balance, static balance, agility** **Focus:** **Expected:** I can work sensibly with others, taking turns and sharing.**Exceeding:** I can help, praise and encourage others. |  **Plymouth Argyle Specialisms-** **Netball (6 sessions) Basketball (6 sessions)****Personal-Coordination, static balance ( 6 sessions)** **Focus:****Expected:** I can try several times and if I don’t succeed , I ask for help.**Exceeding:** I have begun to challenge myself and know where I am in my learning.**Social-Dynamic balance, static balance, agility** **Focus:** **Expected:** I can help, praise and encourage others.**Exceeding:** I am happy to show and tell others my ideas. |
| **Spring** | **Cognitive- Dynamic balance, static balance****Focus:****Expected:** Follow simple instructions**Exceeding:** Name things I am good at and follow simple rules**Creativre-Coordination, counterbalance****Focus:****Expected:** I can observe and copy others.**Exceeding:** I can explore and describe different movements. |  **Plymouth Argyle Specialisms-** **Football (6 sessions) Hockey (6 sessions)****Cognitive- Dynamic balance, static balance****Focus:****Expected:** I can name some things that I’m good at, I can understand and follow simple rules.**Exceeding:** I can recognise similarities and differences in performance.**Creative-Coordination, counterbalance****Focus:****Expected:** I can explore and describe different movements.**Exceeding:** I can select and link movements together to fit a theme. | **R Plymouth Argyle Specialisms-** **Football (6 sessions) Hockey (6 sessions)****Cognitive- Dynamic balance, static balance****Focus:****Expected:** I can recognise similarities and differences in performance.**Exceeding**: I can explain what I am doing well and identify areas for improvement.**Creative-Coordination, counterbalance****Focus:****Expected:** I can select and link movements together to fit a theme.**Exceeding:** I can make up my own rules and versions of activities. |
| **Summer** | **Physical- Coordination, agility****Focus:****Expected:** I can move confidently in different ways**Exceeding:** I can perform a range of skills with linked movements with control.**Health & Fitness- Agility, static balance****Focus:****Expected:** I am aware of the changes of how I feel when I exercise.**Exceeding:** I am aware of why exercise is important for good health. | **Plymouth Argyle Specialisms-** **Tennis (6 sessions) Cricket(6 sessions)****Physical- Coordination, agility****Focus:****Expected:** I can perform a small range of skills and link two movements together.**Exceeding:** I can perform a sequence of movements with some change in level, direction and speed.**Health & Fitness- Agility, static balance****Focus:****Expected:** I am aware of why exercise is important for good health.**Exceeding:** I use equipment appropriately and land safely. I can say how my body feels before, during and after exercise. | **Plymouth Argyle Specialisms-** **Tennis (6 sessions) Cricket(6 sessions)****Physical- Coordination, agility****Focus:****Expected:** I can perform a sequence of movements with some change in level, direction and speed.**Exceeding:** I can select and apply a range of skills with good control and consistency.**Health & Fitness- Agility, static balance****Focus:****Expected:** I use equipment appropriately and land safely. I can say how my body feels before, during and after exercise.**Exceeding:** I can describe how and why my body changes during and after exercise. |

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| **Personal-Coordination, static balance (6 sessions)** |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:****Expected:** enjoy simple tasks with help**Exceeding:** Follow simple tasks by myself and follow instructions to practise safely.**Learning goals:** yellow challenges | **Focus:****Expected:** I can work on simple tasks by myself, follow instructions and practise safely.**Exceeding:** I can try several times and if I don’t succeed, I ask for help.**Learning goals:** yellow and green challenges | **Focus:****Expected:** I can try several times and if I don’t succeed, I ask for help.**Exceeding:** I have begun to challenge myself and know where I am in my learning.**Learning goals:** yellow, green, and red challenges |
| **Lesson 1-The birthday bike surprise**Intent –Developing coordination, footwork and exploring movements.ImplementationWarm up: bike adventureSkill: Exploring footworkSkill application: Riding my bikeReview: Time sharesFuture Learning: Lesson 2**Lesson 2- The birthday bike surprise**Intent – Developing coordination, footwork and exploring movements.Implementation Warm up: bike adventureSkill: Birthday bike surprise-footworkSkill application: Riding on my bikeReview: Time sharesFuture Learning: Lesson 3**Lesson 3- The birthday bike surprise**Intent – Developing coordination, footwork and exploring movements. Implementation Warm up: bike adventureSkill: The birthday bike surprise-Exploring footworkSkill application: Off for a rideReview: Time sharesFuture Learning: Lesson 4**Lesson 4-Pirate pranks**Intent –Exploring static balance on 1 leg with movementImplementation Warm up: Pirate adventureSkill: Exploring 1 leg balanceSkill application: Oh you never get to sea!Review: Time sharesFuture Learning: Lesson 5 **Lesson 5- Pirate pranks**Intent – Exploring static balance on 1 leg with movementImplementation Warm up: Pirate adventureSkill: Pirate pranks, 1 leg balanceSkill application: Oh you never get to sea!Review: Time sharesFuture Learning: lesson 6**Lesson 6- Pirate pranks**Intent – Exploring static balance on 1 leg with movementImplementation Warm up: Pirate adventureSkill: Pirate pranks, 1 leg balanceSkill application: Popping piratesReview: Time sharesFuture Learning: Year 1 | **Lesson 1- The birthday bike surprise**Intent –To move in different directions with fluency and controlImplementation Warm up: bike adventureSkill: Birthday bike surprise-footworkSkill application: Riding on my bikeReview: Time sharesFuture Learning: Lesson 2**Lesson 2- The birthday bike surprise**Intent – To move in different directions with fluency and controlImplementation Warm up: bike adventureSkill: Birthday bike surprise-footworkSkill application: Off for a rideReview: Time sharesFuture Learning: Lesson 3**Lesson 3- The birthday bike surprise**Intent – To move in different directions with fluency and control Implementation Warm up: bike adventureSkill: Birthday bike surprise-footworkSkill application: The instructor saysReview: Time sharesFuture Learning: Lesson 4**Lesson 4-Pirate pranks**Intent – Exploring static balance on 1 leg with a range movementsImplementation Warm up: Pirate adventureSkill: Pirate pranks 1 leg balanceSkill application: Oh you never get to sea!Review: Time sharesFuture Learning: Lesson 5**Lesson 5- Pirate pranks**Intent – Exploring static balance on 1 leg with a range movementImplementation Warm up: Pirate adventureSkill: Pirate pranks 1 leg balanceSkill application: Popping piratesReview: Time sharesFuture Learning: Lesson 6**Lesson 6- Pirate pranks**Intent – Exploring static balance on 1 leg with a range movementImplementation Warm up: Pirate adventureSkill: Pirate pranks 1 leg balanceSkill application: Pirate statuesReview: Time sharesFuture Learning: Year 2 | **Lesson 1-Fundermentals movement-coordination**Intent – To move in different directions with fluency, control and speedImplementation Warm up: Rock, paper, scissorsSkill: -footworkSkill application: Matching pairsReview: Time sharesFuture Learning: Lesson 2**Lesson 2- Fundamentals movement-coordination**Intent – To move in different directions with fluency, control and speedImplementation Warm up: Rock, paper, scissorsSkill: -footworkSkill application: Follow the leaderReview: Time sharesFuture Learning: Lesson 3**Lesson 3- Fundamentals movement-coordination**Intent – To move in different directions with fluency, control and speed Implementation Warm up: Rock, paper, scissorsSkill: -footworkSkill application: Matching pairsReview: Time sharesFuture Learning: Lesson 4**Lesson 4- Fundamental Movement-Static balance**Intent –Using stability to exploring static balance on 1 leg with a range movementsImplementation:Warm up: Stuck in the mudSkill: -1 legSkill application: Balloon balanceReview: Time sharesFuture Learning: Lesson 5**Lesson 5- Fundamental Movement-Static balance**Intent – Using stability to exploring static balance on 1 leg with a range movementsImplementation:Warm up: Stuck in the mudSkill: -1 legSkill application: Mirror image 1 legReview: Time sharesFuture Learning: Lesson 6**Lesson 6- Fundamental Movement-Static balance**Intent – Using stability to exploring static balance on 1 leg with a range movementsImplementation;Warm up: Stuck in the mudSkill: -1 legSkill application: Balloon balaceReview: Time sharesFuture Learning: Ks2 |
| **Social-Dynamic balance, static balance, agility**  |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:** **Expected:** play with others, take turns and share with help**Exceeding:** I work sensibly with others, taking turns and sharing.**Learning goals:** yellow challenges | **Focus:** **Expected:** I can work sensibly with others, taking turns and sharing.**Exceeding:** I can help, praise and encourage others.**Learning goals:** yellow and green challenges | **Focus:** **Expected:** I can help, praise and encourage others.**Exceeding:** I am happy to show and tell others my ideas**Learning goals:** yellow, green and red challenges |
| **Lesson 1-Journey to the blue planet**Intent –Developing dynamic balance through agilityImplementationWarm up: Moon adventureSkill: Exploring jumping and landingSkill application: I jumped aboard a RocketshipReview: Taps to congratsFuture Learning: Lesson 2**Lesson 2- Journey to the blue planet**Intent – Developing dynamic balance through agilityImplementation Warm up: Moon adventureSkill: Journey to the blue planet-jumping and landingSkill application: I jumped aboard a RocketshipReview: Taps to congratsFuture Learning: Lesson 3**Lesson 3- Journey to the blue planet**Intent – Developing dynamic balance through agility Implementation Warm up: Moon adventure Skill: Journey to the blue planet-jumping and landingSkill application: Home planetReview: Taps to congratsFuture Learning: Lesson 4**Lesson 4-Monkey business**Intent –Exploring static seated balanceImplementation Warm up: Fun in the jungleSkill: Exploring seated balanceSkill application: 5 cheeky monkeysReview: Taps for congratsFuture Learning: Lesson 5**Lesson 5- Monkey business**Intent – Exploring static seated balanceImplementation Warm up: Fun in the jungleSkill: Monkey business seated balanceSkill application: 5 cheeky monkeysReview: Taps for congratsFuture Learning: lesson 6**Lesson 6- Monkey business**Intent – Exploring static seated balanceImplementation Warm up: Fun in the jungleSkill: Monkey business-seated balanceSkill application: Cheeky monkey saysReview: Taps for congratsFuture Learning: Year 1 | **Lesson 1-Moon adventures**Intent –Using dynamic balance with agility to jumpingImplementationWarm up: Moon adventureSkill: Journey to the blue planet- jumping and landingSkill application: I jumped aboard a RocketshipReview: Taps to congratsFuture Learning: Lesson 2**Lesson 2- Journey to the blue planet**Intent – Using dynamic balance with agility to jumping Implementation Warm up: Moon adventureSkill: Journey to the blue planet-jumping and landingSkill application: Asteroid showerReview: Taps to congratsFuture Learning: Lesson 3**Lesson 3- Journey to the blue planet**Intent – Using dynamic balance with agility to jumping Implementation Warm up: Moon adventure Skill: Journey to the blue planet-jumping and landingSkill application: Home planetReview: Taps to congratsFuture Learning: Lesson 4**Lesson 4-Monkey business**Intent –Developing static seated balance with core stabilityImplementation Warm up: Fun in the jungleSkill: Monkey business- seated balanceSkill application: 5 cheeky monkeysReview: Taps for congratsFuture Learning: Lesson 5**Lesson 5- Monkey business**Intent – Developing static seated balance with core stabilityImplementation Warm up: Fun in the jungleSkill: Monkey business seated balanceSkill application: Monkey mirrorReview: Taps for congratsFuture Learning: lesson 6**Lesson 6- Monkey business**Intent – Developing static seated balance with core stabilityImplementation Warm up: Fun in the jungleSkill: Monkey business-seated balanceSkill application: Throw the fruitReview: Taps for congratsFuture Learning: Year 2 | **Lesson 1- Fundamental Movement-dynamic balance**Intent –Applying dynamic balance with agility to jump and landingImplementationWarm up: Stepping stonesSkill: Jumping and landingSkill application: Developing jumping combinations with competitionReview: Taps to congratsFuture Learning: Lesson 2**Lesson 2- Fundamental Movement-dynamic balance**Intent – Applying dynamic balance with agility to jump and landImplementation Warm up: Stepping stonesSkill: Jumping and landingSkill application: Developing jumping combinations with competitionReview: Taps to congratsFuture Learning: Lesson 3**Lesson 3- Fundamental Movement-dynamic balance**Intent – Applying dynamic balance with agility to jump and land Implementation Warm up: Stepping stonesSkill: Jumping and landingSkill application: Developing jumping combinations with competitionReview: Taps to congratsFuture Learning: Lesson 4**Lesson 4- Fundamental Movement-dynamic seated balance**Intent – Applying static seated balance with core stabilityImplementation Warm up: Find and select shapesSkill: seatedSkill application: Mirror imageReview: Taps for congratsFuture Learning: Lesson 5**Lesson 5- Fundamental Movement-dynamic seated balance**Intent Applying static seated balance with core stabilityImplementation Warm up: Find and select shapesSkill: seatedSkill application: Exchange objects in foursReview: Taps for congratsFuture Learning: lesson 6**Lesson 6- Fundamental Movement-dynamic seated balance**Intent – Applying static seated balance with core stabilityImplementation Warm up: Find and select shapesSkill: seatedSkill application: exchange objectsReview: Taps for congratsFuture Learning: KS2 |
| **Cognitive- Dynamic balance, static balance** |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:****Expected:** Follow simple instructions**Exceeding:** Name things I am good at and follow simple rules**Learning goals:** yellow challenges | **Focus:****Expected:** I can name some things that I’m good at, I can understand and follow simple rules.**Exceeding:** I can recognise similarities and differences in performance.**Learning goals:** yellow and green challenges | **Focus:****Expected:** I can recognise similarities and differences in performance.**Exceeding**: I can explain what I am doing well and identify areas for improvement.**Learning goals:** yellow, green and red challenges |
| **Lesson 1-Tilly the trains big day**Intent –Developing dynamic balance on a lineImplementationWarm up: Train adventureSkill: Exploring dynamic balanceSkill application: 5 little puffer trainsReview: Questions carouselFuture Learning: Lesson 2**Lesson 2- Tilly the trains big day**Intent – Developing dynamic balance on a lineImplementation Warm up: Train adventureSkill: Tilly the trains big day-dynamic balanceSkill application: 5 little puffer trainsReview: Questions carouselFuture Learning: Lesson 3**Lesson 3- Tilly the trains big day**Intent – Developing dynamic balance on a line Implementation Warm up: Train adventure Skill: Tilly the trains big day-dynamic balanceSkill application: Tilly’s puffing alongReview: Questions carouselFuture Learning: Lesson 4**Lesson 4-Thembi walks the tightrope**Intent –Exploring static balance stanceImplementation Warm up: Line outSkill: Exploring stanceSkill application: Children on a ropeReview: Question carouselFuture Learning: Lesson 5**Lesson 5- Thembi walks the tightrope**Intent – Exploring static balance stanceImplementation Warm up: Line outSkill: Thembi walks the tightropeSkill application: children on a ropeReview: Question carouselFuture Learning: lesson 6**Lesson 6- Thembi walks the tightrope**Intent – Exploring static balance stanceImplementation Warm up: Line outSkill: Thembi walks the tightropeSkill application: Tight ropes twinsReview: Question carouselFuture Learning: Year 1 | **Lesson 1-Tilly the trains big day**Intent –Using dynamic balance on a lineImplementationWarm up: Train adventureSkill: Tilly the trains big day-dynamic balanceSkill application: 5 little puffer trainsReview: Questions carouselFuture Learning: Lesson 2**Lesson 2- Tilly the trains big day**Intent – Using dynamic balance on a lineImplementation Warm up: Train adventureSkill: Tilly the trains big day-dynamic balanceSkill application: Puffing alongReview: Questions carouselFuture Learning: Lesson 3**Lesson 3- Tilly the trains big day**Intent – Using dynamic balance on a line Implementation Warm up: Train adventure Skill: Tilly the trains big day-dynamic balanceSkill application: Wobble bridgeReview: Questions carouselFuture Learning: Lesson 4**Lesson 4-Thembi walks the tightrope**Intent –Developing static balance stanceImplementation Warm up: Line outSkill: Thembi walks the tightropeSkill application: Children on a ropeReview: Question carouselFuture Learning: Lesson 5**Lesson 5- Thembi walks the tightrope**Intent – Developing static balance stanceImplementation Warm up: Line outSkill: Thembi walks the tightropeSkill application: Tight rope twinsReview: Question carouselFuture Learning: lesson 6**Lesson 6- Thembi walks the tightrope**Intent – Developing static balance stanceImplementation Warm up: Line outSkill: Thembi walks the tightropeSkill application: Tight ropes sequenceReview: Question carouselFuture Learning: Year 2 | **Lesson 1-Fundermentals dynamic balance on a line**Intent –Applying dynamic balance on a lineImplementationWarm up: Race walkingSkill: On a lineSkill application: balance circuitReview: Questions carouselFuture Learning: Lesson 2**Lesson 2- Fundamentals dynamic balance on a line**Intent – Applying dynamic balance on a lineImplementation Warm up: Race walkingSkill: On a lineSkill application: Rock, paper, scissors adaptedReview: Questions carouselFuture Learning: Lesson 3**Lesson 3- Fundamentals dynamic balance on a line**Intent – Using dynamic balance on a line Implementation Warm up: Race walking Skill: On a lineSkill application: Balance circuitReview: Questions carouselFuture Learning: Lesson 4**Lesson 4-Thembi walks the tightrope**Intent –Applying static balance stanceImplementation Warm up: Line outSkill: StanceSkill application: Balance transfer with competitionReview: Question carouselFuture Learning: Lesson 5**Lesson 5- Thembi walks the tightrope**Intent – Developing static balance stanceImplementation Warm up: Line outSkill: StanceSkill application: Developing stance combinationsReview: Question carouselFuture Learning: lesson 6**Lesson 6- Thembi walks the tightrope**Intent – Developing static balance stanceImplementation Warm up: Line outSkill: StanceSkill application: Balance transfer with competitionReview: Question carouselFuture Learning: KS2 |
| **Creative – Coordination (Ball Skills) & Counter Balance**  |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:****Expected:** I can observe and copy others.**Exceeding:** I can explore and describe different movements.**Learning goals:** yellow challenges | **Focus:****Expected:** I can explore and describe different movements.**Exceeding:** I can select and link movements together to fit a theme.**Learning goals:** yellow and green challenges | **Focus:****Expected:** I can select and link movements together to fit a theme.**Exceeding:** I can make up my own rules and versions of activities.**Learning goals:** yellow, green and red challenges |
| **Lesson 1- Clowning around** Intent –Developing Fundamental movement skills through coordination and Ball Skills ImplementationWarm up: Clown’s Naughty BallSkill: Exploring Ball Skills Skill application: Shoulders, Tummy, Knees & Toes Review: Badge of HonourFuture Learning: Lesson 2**Lesson 2- Clowning around** Intent – Developing Fundamental movement skills through coordination and Ball Skills Implementation Warm up: Clowns Naughty ball Skill: Clowning Around (Ball Skills)Skill application: Shoulders, Tummy, Knees & ToesReview: Badge of HonourFuture Learning: Lesson 3**Lesson 3- Clowning around**Intent – Developing Fundamental movement skills through coordination and Ball Skills Implementation Warm up: Clowns Naughty ballSkill: Clowning Around (Ball Skills)Skill application: Add a Clown move Review: Badge of HonourFuture Learning: Lesson 4**Lesson 4-Wendy’s Water-ski challenge**Intent – Exploring Counter Balance with partner Implementation Warm up: Off to the Seaside Skill: Exploring Counter Balance Skill application: Hold on tight Review: Badge of Honour Future Learning: Lesson 5**Lesson 5-Wendy’s Water-ski challenge**Intent – Exploring Counter Balance with partnerImplementation Warm up: Off to the SeasideSkill: Wendy’s Water-ski challengeSkill application: Hold on tightReview: Badge of HonourFuture Learning: lesson 6**Lesson 6- Wendy’s Water-ski challenge**Intent – Exploring Counter Balance with partnerImplementation Warm up: Off to the SeasideSkill: Wendy’s Water-ski challengeSkill application: Whacky Water Sports Review: Badge of HonourFuture Learning: Year 1 | **Lesson 1-Clowning Around** Intent – Using coordination & ball skills ImplementationWarm up: Clown’s Naughty BallSkill: Clowning Around (Ball Skills)Skill application: Shoulders, Tummy, Knees & ToesReview: Badge of HonourFuture Learning: Lesson 2**Lesson 2-Clowning Around** Intent – Using coordination & ball skillsImplementation Warm up: Clown’s Naughty BallSkill: Clowning Around (Ball Skills)Skill application: Add a Clown move Review: Badge of HonourFuture Learning: Lesson 3**Lesson 3-Clowning Around** Intent – Using coordination & ball skills Implementation Warm up: Clown’s Naughty BallSkill: Clowning Around (Ball Skills)Skill application: Clown tricks Review: Badge of Honour Future Learning: Lesson 4**Lesson 4-** **Wendy’s Water-ski challenge**Intent – Developing Counter Balance with partnerImplementation Warm up: Off to the Seaside Skill: Wendy’s Water-ski challengeSkill application: Hold on tightReview: Badge of Honour Future Learning: Lesson 5**Lesson 5- Wendy’s Water-ski challenge**Intent – Developing Counter Balance with partnerImplementation Warm up: Off to the SeasideSkill: Wendy’s Water-ski challengeSkill application: Whacky Water SportsReview: Badge of HonourFuture Learning: lesson 6**Lesson 6- Wendy’s Water-ski challenge**Intent – Developing Counter Balance with partnerImplementation Warm up: Off to the SeasideSkill: Wendy’s Water-ski challengeSkill application: Seaside Sculpture Review: Badge of Honour Future Learning: Year 2 | **Lesson 1-Fundermentals Coordination with ball skills** Intent – Applying Coordination & Ball skills ImplementationWarm up: Grand Prix Skill: Ball Skills Skill application: Getting around us (Cooperation)Review: Badge of Honour Future Learning: Lesson 2**Lesson 2- Fundermentals Coordination with ball skills**Intent – Applying Coordination & Ball skillsImplementation Warm up: Grand Prix Skill: Ball Skills Skill application: All Routes Review: Badge of Honour Future Learning: Lesson 3**Lesson 3- Fundermentals Coordination with ball skills**Intent – Applying Coordination & Ball skills Implementation Warm up: Grand Prix Skill: Ball Skills Skill application: Getting around us (Competition)Review: Badge of honour Future Learning: Lesson 4**Lesson 4- Fundamentals through counter balance with partner** Intent – Applying Counter balanceImplementation Warm up: On the mat Skill: With a partner Skill application: Lean away Review: Badge of Honour Future Learning: Lesson 5**Lesson 5- Fundamentals through counter balance with partner** Intent – Applying Counter balance Implementation Warm up: On the Mat Skill: With a partner Skill application: Lean on me Review: Badge of Honour Future Learning: lesson 6**Lesson 6- Fundamentals through counter balance with partner** Intent – Applying Counter balanceImplementation Warm up: On the mat Skill: With a partner Skill application: Roller ball Review: Badge of Honour Future Learning: KS2 |
| **Applying Physical – Coordination & Agility**  |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:****Expected:** I can move confidently in different ways**Exceeding:** I can perform a range of skills with linked movements with control.**Learning goals:** yellow challenges | **Focus:****Expected:** I can perform a small range of skills and link two movements together.**Exceeding:** I can perform a sequence of movements with some change in level, direction and speed.**Learning goals:** yellow and green challenges | **Focus:****Expected:** I can perform a sequence of movements with some change in level, direction and speed.**Exceeding:** I can select and apply a range of skills with good control and consistency.**Learning goals:** yellow, green and red challenges |
| **Lesson 1- Big Top Time** Intent – Exploring Coordination through Sending & Receiving ImplementationWarm up: Circus Training School Skill: Exploring Sending & Receiving Skill application: Bouncing balls Review: Gift Cards Future Learning: Lesson 2**Lesson 2- Big Top Time** Intent – Exploring Coordination through Sending & Receiving Implementation Warm up: Circus Training SchoolSkill: John & Jasmine Learn to Juggle Skill application: Bouncing BallsReview: Gift Cards Future Learning: Lesson 3**Lesson 3- Big Top Time** Intent – Exploring Coordination through Sending & Receiving  Implementation Warm up: Circus Training SchoolSkill: John & Jasmine Learn to JuggleSkill application: Partner Juggle Review: Gift Cards Future Learning: Lesson 4**Lesson 4-Magic Bean** Intent – Exploring Agility through Reaction & Response Implementation Warm up: Land of the Beans Skill: Exploring Reaction & Response Skill application: RINGOReview: Gift Cards Future Learning: Lesson 5**Lesson 5-** **Magic Bean**Intent – Exploring Agility through Reaction & Response Implementation Warm up: Land of the Beans Skill: RINGO to the Rescue Skill application: RINGOReview: Gift CardsFuture Learning: lesson 6**Lesson 6- Magic Bean**Intent – Exploring Agility through Reaction & Response Implementation Warm up: Land of the BeansSkill: RINGO to the Rescue Skill application: Magic BeansReview: Gift CardsFuture Learning: Year 1 | **Lesson 1- Big Top Time** Intent – Developing Coordination through Sending & Receiving ImplementationWarm up: Ball Tricks Skill: John & Jasmine Learn to JuggleSkill application: Bouncing BallsReview: Gift Cards Future Learning: Lesson 2**Lesson 2-** **Big Top Time** Intent – Developing Coordination through Sending & Receiving Implementation Warm up: Ball Tricks Skill: John & Jasmine Learn to JuggleSkill application: Big Top Time Review: Gift Cards Future Learning: Lesson 3**Lesson 3-** **Big Top Time** Intent – Developing Coordination through Sending & Receiving  Implementation Warm up: Ball Tricks Skill: John & Jasmine Learn to JuggleSkill application: Juggle Trouble Review: Gift Cards Future Learning: Lesson 4**Lesson 4-** **Wendy’s Water-ski challenge**Intent – Developing Agility through Reaction & Response Implementation Warm up: Land of the Beans Skill: Ringo to the Rescue Skill application: RINGOReview: Gift Cards Future Learning: Lesson 5**Lesson 5- Wendy’s Water-ski challenge**Intent – Developing Agility through Reaction & Response Implementation Warm up: Land of the Beans Skill: Ringo to the Rescue Skill application: Magic BeansReview: Gift Cards Future Learning: lesson 6**Lesson 6- Wendy’s Water-ski challenge**Intent – Developing Agility through Reaction & ResponseImplementation Warm up: Land of the Beans Skill: Ringo to the Rescue Skill application: Magical Shapes and Letters Review: Gift CardsFuture Learning: Year 2 | **Lesson 1- Fundermentals Coordination, Sending & Receiving** Intent – Applying Coordination through Sending & ReceivingImplementationWarm up: Continuous Throwing Relay Skill: Sending & Receiving Skill application: Junk Yard Clear Up Review: Gift Cards Future Learning: Lesson 2**Lesson 2- Fundermentals Coordination, Sending & Receiving**Intent – Applying Coordination through Sending & ReceivingImplementation Warm up: Continuous Throwing Relay Skill: Sending & Receiving Skill application: Removal Team Review: Gift Cards Future Learning: Lesson 3**Lesson 3- Fundamentals Coordination, Sending & Receiving**Intent – Applying Coordination through Sending & Receiving Implementation Warm up: Continuous Throwing Relay Skill: Sending & Receiving Skill application: Juggle Challenge Review: Gift Cards Future Learning: Lesson 4**Lesson 4- Fundamentals Agility, Reaction & Response** Intent – Applying Agility through Reaction & ResponseImplementation Warm up: Ball Handling Skill: Reaction & Response Skill application: Link Skills Review: Gift Cards Future Learning: Lesson 5**Lesson 5- Fundamentals Agility, Reaction & Response** Intent – Applying Agility through Reaction & ResponseImplementation Warm up: Ball Handling Skill: Reaction & Response Skill application: Copy Your Partner Review: Gift CardsFuture Learning: lesson 6**Lesson 6- Fundamentals Agility, Reaction & Response** Intent – Applying Agility through Reaction & ResponseImplementation Warm up: Ball Handling Skill: Reaction & Response Skill application: Quick off the Mark Review: Gift Cards Future Learning: KS2 |
| **Health & Fitness – Agility & Static Balance**  |
| EYFS | YEAR 1 | YEAR 2 |
| **Focus:****Expected:** I am aware of the changes of how I feel when I exercise.**Exceeding:** I am aware of why exercise is important for good health**Learning goals:** yellow challenges | **Focus:****Expected:** I am aware of why exercise is important for good health.**Exceeding:** I use equipment appropriately and land safely. I can say how my body feels before, during and after exercise**Learning goals:** yellow and green challenges | **Focus:****Expected:** I use equipment appropriately and land safely. I can say how my body feels before, during and after exercise.**Exceeding:** I can describe how and why my body changes during and after exercise.**Learning goals:** yellow, green and red challenges |
| **Lesson 1- Sammy Squirrel and his Rolling Nuts** Intent – Exploring Agility through Ball Chasing ImplementationWarm up: The Hairy, Scary Wolf Skill: Exploring Ball Chasing Skill application: Two Cheeky Squirrels Review: Always, Sometimes, Rarely Future Learning: Lesson 2**Lesson 2- Sammy Squirrel and his Rolling Nuts**Intent – Exploring Agility through Ball Chasing Implementation Warm up: The Hairy, Scary Wolf Skill: Sammy Squirrel and his rolling nut Skill application: Two Cheeky Squirrels Review: Always, Sometimes, RarelyFuture Learning: Lesson 3**Lesson 3- Sammy Squirrel and his Rolling Nuts**Intent – Exploring Agility through Ball Chasing Implementation Warm up: The Hairy, Scary Wolf Skill: Sammy Squirrel and his rolling nut Skill application: Collecting Nuts for WinterReview: Always, Sometimes, Rarely Future Learning: Lesson 4**Lesson 4- Casper the Very Clever Cat** Intent – Exploring Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Exploring Floor Work Skill application: Hungry Casper Cat Review: Always, Sometimes, Rarely Future Learning: Lesson 5**Lesson 5-** **Casper the Very Clever Cat** Intent – Exploring Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Casper the Very Clever Cat Skill application: Hungry Casper Cat Review: Always, Sometimes, RarelyFuture Learning: lesson 6**Lesson 6- Casper the Very Clever Cat** Intent – Exploring Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Casper the Very Clever CatSkill application: Create a Cat Review: Always, Sometimes, Rarely Future Learning: Year 1 | **Lesson 1- Sammy Squirrel and his Rolling Nuts** Intent – Developing Agility through Ball ChasingImplementationWarm up: The Hairy, Scary Wolf Skill: Sammy Squirrel and his rolling nut Skill application: Two Cheeky Squirrels Review: Always, Sometimes, RarelyFuture Learning: Lesson 2**Lesson 2-** **Sammy Squirrel and his Rolling Nuts**Intent – Developing Agility through Ball Chasing Implementation Warm up: The Hairy, Scary Wolf Skill: Sammy Squirrel and his rolling nut Skill application: Squirrel Tricks Review: Always, Sometimes, RarelyFuture Learning: Lesson 3**Lesson 3-** **Sammy Squirrel and his Rolling Nuts**Intent – Developing Agility through Ball Chasing Implementation Warm up: The Hairy, Scary Wolf Skill: Sammy Squirrel and his rolling nut Skill application: Collecting Nuts for Winter Review: Always, Sometimes, RarelyFuture Learning: Lesson 4**Lesson 4-** **Casper the Very Clever Cat** Intent – Developing Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Casper the Very Clever CatSkill application: Hungry Casper Cat Review: Always, Sometimes, Rarely Future Learning: Lesson 5**Lesson 5- Casper the Very Clever Cat** Intent – Developing Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Casper the Very Clever Cat Skill application: Create a Cat Review: Always, Sometimes, RarelyFuture Learning: lesson 6**Lesson 6- Casper the Very Clever Cat** Intent – Developing Static Balance & Floor Work Implementation Warm up: Little Kitties Time to Play Skill: Casper the Very Clever Cat Skill application: Cat Capers Review: Always, Sometimes, RarelyFuture Learning: Year 2 | **Lesson 1- Fundermentals Agility Ball Chasing & Floor Work** Intent – Applying Agility through Ball ChasingImplementationWarm up: Ball Tricks Skill: Ball Chasing Skill application: Develop Ball Chasing Combinations Review: Always, Sometimes, RarelyFuture Learning: Lesson 2**Lesson 2- Fundermentals Coordination, Sending & Receiving**Intent – Applying Agility through Ball ChasingImplementation Warm up: Ball Tricks Skill: Ball Chasing Skill application: Develop Ball Chasing Combinations Review: Always, Sometimes, RarelyFuture Learning: Lesson 3**Lesson 3- Fundermentals Coordination, Sending & Receiving**Intent – Applying Agility through Ball Chasing Implementation Warm up: Ball Tricks Skill: Ball Chasing Skill application: Tunnels Review: Always, Sometimes, RarelyFuture Learning: Lesson 4**Lesson 4- Fundamentals Static Balance & Floor Work** Intent – Applying Static Balance & Floor Work Implementation Warm up: Balance Dice Frenzy Skill: Floor Work Skill application: Body Twister Review: Always, Sometimes, RarelyFuture Learning: Lesson 5**Lesson 5- Fundamentals Agility, Reaction & Response** Intent – Applying Static Balance & Floor Work Implementation Warm up: Balance Dice Frenzy Skill: Floor Work Skill application: Reverse Formation in Front Support Review: Always, Sometimes, RarelyFuture Learning: lesson 6**Lesson 6- Fundamentals Agility, Reaction & Response** Intent – Applying Static Balance & Floor Work Implementation Warm up: Balance Dice Frenzy Skill: Floor Work Skill application: Front Curling Review: Always, Sometimes, RarelyFuture Learning: KS2 |