Logo

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**PE Progression of Skills 2024/2025**

Graphical user interface, website

Description automatically generated**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.

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***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 Real PE 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 School, 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. We have implemented ‘healthy movers’, which aims to develop children's physical literacy, wellbeing and school readiness through a range of physical play and activities. 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. | 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 Real PE units are taught and how each skill build and moves on across the school. 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 weekly and another weekly lesson delivered by a specialised sports coach to focus on personal developmental needs of each class. Our school is improving the provision of PE in a number of ways, including: healthy movers sessions, wild tribe skills and active playtimes.  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.  Teachers 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 children 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. 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 a sequence of linked movements  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 game.  I can choose 2 - 4 different 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 breath  I 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 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 game and understand attack and defence.  I can send, receive and steer a ball in a competitive situation.  I can include a jump in a sequence using the floor and apparatus.  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. | **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. | **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  **Creative-coordination, counterbalance**  **Focus:**  **Expected:** i can observe and copy others.  **Exceeding:** i can explore and describe different movements. | **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 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. | **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. | **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.  Implementation  Warm up: bike adventure  Skill: Exploring footwork  Skill application: Riding my bike  Review: Time shares  Future Learning: Lesson 2  **Lesson 2- The birthday bike surprise**  Intent – Developing coordination, footwork and exploring movements.  Implementation  Warm up: bike adventure  Skill: Birthday bike surprise-footwork  Skill application: Riding on my bike  Review: Time shares  Future Learning: Lesson 3  **Lesson 3- The birthday bike surprise**  Intent – Developing coordination, footwork and exploring movements.  Implementation  Warm up: bike adventure  Skill: The birthday bike surprise-Exploring footwork  Skill application: Off for a ride  Review: Time shares  Future Learning: Lesson 4  **Lesson 4-Pirate pranks**  Intent –Exploring static balance on 1 leg with movement  Implementation  Warm up: Pirate adventure  Skill: Exploring 1 leg balance  Skill application: Oh you never get to sea!  Review: Time shares  Future Learning: Lesson 5  **Lesson 5- Pirate pranks**  Intent – Exploring static balance on 1 leg with movement  Implementation  Warm up: Pirate adventure  Skill: Pirate pranks, 1 leg balance  Skill application: Oh you never get to sea!  Review: Time shares  Future Learning: lesson 6  **Lesson 6- Pirate pranks**  Intent – Exploring static balance on 1 leg with movement  Implementation  Warm up: Pirate adventure  Skill: Pirate pranks, 1 leg balance  Skill application: Popping pirates  Review: Time shares  Future Learning: Year 1 | **Lesson 1- The birthday bike surprise**  Intent –To move in different directions with fluency and control  Implementation  Warm up: bike adventure  Skill: Birthday bike surprise-footwork  Skill application: Riding on my bike  Review: Time shares  Future Learning: Lesson 2  **Lesson 2- The birthday bike surprise**  Intent – To move in different directions with fluency and control  Implementation  Warm up: bike adventure  Skill: Birthday bike surprise-footwork  Skill application: Off for a ride  Review: Time shares  Future Learning: Lesson 3  **Lesson 3- The birthday bike surprise**  Intent – To move in different directions with fluency and control  Implementation  Warm up: bike adventure  Skill: Birthday bike surprise-footwork  Skill application: The instructor says  Review: Time shares  Future Learning: Lesson 4  **Lesson 4-Pirate pranks**  Intent – Exploring static balance on 1 leg with a range movements  Implementation  Warm up: Pirate adventure  Skill: Pirate pranks 1 leg balance  Skill application: Oh you never get to sea!  Review: Time shares  Future Learning: Lesson 5  **Lesson 5- Pirate pranks**  Intent – Exploring static balance on 1 leg with a range movement  Implementation  Warm up: Pirate adventure  Skill: Pirate pranks 1 leg balance  Skill application: Popping pirates  Review: Time shares  Future Learning: Lesson 6  **Lesson 6- Pirate pranks**  Intent – Exploring static balance on 1 leg with a range movement  Implementation  Warm up: Pirate adventure  Skill: Pirate pranks 1 leg balance  Skill application: Pirate statues  Review: Time shares  Future Learning: Year 2 | **Lesson 1-Fundermentals movement-coordination**  Intent – To move in different directions with fluency, control and speed  Implementation  Warm up: Rock, paper, scissors  Skill: -footwork  Skill application: Matching pairs  Review: Time shares  Future Learning: Lesson 2  **Lesson 2- Fundamentals movement-coordination**  Intent – To move in different directions with fluency, control and speed  Implementation  Warm up: Rock, paper, scissors  Skill: -footwork  Skill application: Follow the leader  Review: Time shares  Future Learning: Lesson 3  **Lesson 3- Fundamentals movement-coordination**  Intent – To move in different directions with fluency, control and speed  Implementation  Warm up: Rock, paper, scissors  Skill: -footwork  Skill application: Matching pairs  Review: Time shares  Future Learning: Lesson 4  **Lesson 4- Fundamental Movement-Static balance**  Intent –Using stability to exploring static balance on 1 leg with a range movements  Implementation:  Warm up: Stuck in the mud  Skill: -1 leg  Skill application: Balloon balance  Review: Time shares  Future Learning: Lesson 5  **Lesson 5- Fundamental Movement-Static balance**  Intent – Using stability to exploring static balance on 1 leg with a range movements  Implementation:  Warm up: Stuck in the mud  Skill: -1 leg  Skill application: Mirror image 1 leg  Review: Time shares  Future Learning: Lesson 6  **Lesson 6- Fundamental Movement-Static balance**  Intent – Using stability to exploring static balance on 1 leg with a range movements  Implementation;  Warm up: Stuck in the mud  Skill: -1 leg  Skill application: Balloon balace  Review: Time shares  Future 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 agility  Implementation  Warm up: Moon adventure  Skill: Exploring jumping and landing  Skill application: I jumped aboard a Rocketship  Review: Taps to congrats  Future Learning: Lesson 2  **Lesson 2- Journey to the blue planet**  Intent – Developing dynamic balance through agility  Implementation  Warm up: Moon adventure  Skill: Journey to the blue planet-jumping and landing  Skill application: I jumped aboard a Rocketship  Review: Taps to congrats  Future 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 landing  Skill application: Home planet  Review: Taps to congrats  Future Learning: Lesson 4  **Lesson 4-Monkey business**  Intent –Exploring static seated balance  Implementation  Warm up: Fun in the jungle  Skill: Exploring seated balance  Skill application: 5 cheeky monkeys  Review: Taps for congrats  Future Learning: Lesson 5  **Lesson 5- Monkey business**  Intent – Exploring static seated balance  Implementation  Warm up: Fun in the jungle  Skill: Monkey business seated balance  Skill application: 5 cheeky monkeys  Review: Taps for congrats  Future Learning: lesson 6  **Lesson 6- Monkey business**  Intent – Exploring static seated balance  Implementation  Warm up: Fun in the jungle  Skill: Monkey business-seated balance  Skill application: Cheeky monkey says  Review: Taps for congrats  Future Learning: Year 1 | **Lesson 1-Moon adventures**  Intent –Using dynamic balance with agility to jumping  Implementation  Warm up: Moon adventure  Skill: Journey to the blue planet- jumping and landing  Skill application: I jumped aboard a Rocketship  Review: Taps to congrats  Future Learning: Lesson 2  **Lesson 2- 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 landing  Skill application: Asteroid shower  Review: Taps to congrats  Future 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 landing  Skill application: Home planet  Review: Taps to congrats  Future Learning: Lesson 4  **Lesson 4-Monkey business**  Intent –Developing static seated balance with core stability  Implementation  Warm up: Fun in the jungle  Skill: Monkey business- seated balance  Skill application: 5 cheeky monkeys  Review: Taps for congrats  Future Learning: Lesson 5  **Lesson 5- Monkey business**  Intent – Developing static seated balance with core stability  Implementation  Warm up: Fun in the jungle  Skill: Monkey business seated balance  Skill application: Monkey mirror  Review: Taps for congrats  Future Learning: lesson 6  **Lesson 6- Monkey business**  Intent – Developing static seated balance with core stability  Implementation  Warm up: Fun in the jungle  Skill: Monkey business-seated balance  Skill application: Throw the fruit  Review: Taps for congrats  Future Learning: Year 2 | **Lesson 1- Fundamental Movement-dynamic balance**  Intent –Applying dynamic balance with agility to jump and landing  Implementation  Warm up: Stepping stones  Skill: Jumping and landing  Skill application: Developing jumping combinations with competition  Review: Taps to congrats  Future Learning: Lesson 2  **Lesson 2- Fundamental Movement-dynamic balance**  Intent – Applying dynamic balance with agility to jump and land  Implementation  Warm up: Stepping stones  Skill: Jumping and landing  Skill application: Developing jumping combinations with competition  Review: Taps to congrats  Future Learning: Lesson 3  **Lesson 3- Fundamental Movement-dynamic balance**  Intent – Applying dynamic balance with agility to jump and land  Implementation  Warm up: Stepping stones  Skill: Jumping and landing  Skill application: Developing jumping combinations with competition  Review: Taps to congrats  Future Learning: Lesson 4  **Lesson 4- Fundamental Movement-dynamic seated balance**  Intent – Applying static seated balance with core stability  Implementation  Warm up: Find and select shapes  Skill: seated  Skill application: Mirror image  Review: Taps for congrats  Future Learning: Lesson 5  **Lesson 5- Fundamental Movement-dynamic seated balance**  Intent Applying static seated balance with core stability  Implementation  Warm up: Find and select shapes  Skill: seated  Skill application: Exchange objects in fours  Review: Taps for congrats  Future Learning: lesson 6  **Lesson 6- Fundamental Movement-dynamic seated balance**  Intent – Applying static seated balance with core stability  Implementation  Warm up: Find and select shapes  Skill: seated  Skill application: exchange objects  Review: Taps for congrats  Future 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 line  Implementation  Warm up: Train adventure  Skill: Exploring dynamic balance  Skill application: 5 little puffer trains  Review: Questions carousel  Future Learning: Lesson 2  **Lesson 2- Tilly the trains big day**  Intent – Developing dynamic balance on a line  Implementation  Warm up: Train adventure  Skill: Tilly the trains big day-dynamic balance  Skill application: 5 little puffer trains  Review: Questions carousel  Future 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 balance  Skill application: Tilly’s puffing along  Review: Questions carousel  Future Learning: Lesson 4  **Lesson 4-Thembi walks the tightrope**  Intent –Exploring static balance stance  Implementation  Warm up: Line out  Skill: Exploring stance  Skill application: Children on a rope  Review: Question carousel  Future Learning: Lesson 5  **Lesson 5- Thembi walks the tightrope**  Intent – Exploring static balance stance  Implementation  Warm up: Line out  Skill: Thembi walks the tightrope  Skill application: children on a rope  Review: Question carousel  Future Learning: lesson 6  **Lesson 6- Thembi walks the tightrope**  Intent – Exploring static balance stance  Implementation  Warm up: Line out  Skill: Thembi walks the tightrope  Skill application: Tight ropes twins  Review: Question carousel  Future Learning: Year 1 | **Lesson 1-Tilly the trains big day**  Intent –Using dynamic balance on a line  Implementation  Warm up: Train adventure  Skill: Tilly the trains big day-dynamic balance  Skill application: 5 little puffer trains  Review: Questions carousel  Future Learning: Lesson 2  **Lesson 2- Tilly the trains big day**  Intent – Using dynamic balance on a line  Implementation  Warm up: Train adventure  Skill: Tilly the trains big day-dynamic balance  Skill application: Puffing along  Review: Questions carousel  Future 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 balance  Skill application: Wobble bridge  Review: Questions carousel  Future Learning: Lesson 4  **Lesson 4-Thembi walks the tightrope**  Intent –Developing static balance stance  Implementation  Warm up: Line out  Skill: Thembi walks the tightrope  Skill application: Children on a rope  Review: Question carousel  Future Learning: Lesson 5  **Lesson 5- Thembi walks the tightrope**  Intent – Developing static balance stance  Implementation  Warm up: Line out  Skill: Thembi walks the tightrope  Skill application: Tight rope twins  Review: Question carousel  Future Learning: lesson 6  **Lesson 6- Thembi walks the tightrope**  Intent – Developing static balance stance  Implementation  Warm up: Line out  Skill: Thembi walks the tightrope  Skill application: Tight ropes sequence  Review: Question carousel  Future Learning: Year 2 | **Lesson 1-Fundermentals dynamic balance on a line**  Intent –Applying dynamic balance on a line  Implementation  Warm up: Race walking  Skill: On a line  Skill application: balance circuit  Review: Questions carousel  Future Learning: Lesson 2  **Lesson 2- Fundamentals dynamic balance on a line**  Intent – Applying dynamic balance on a line  Implementation  Warm up: Race walking  Skill: On a line  Skill application: Rock, paper, scissors adapted  Review: Questions carousel  Future 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 line  Skill application: Balance circuit  Review: Questions carousel  Future Learning: Lesson 4  **Lesson 4-Thembi walks the tightrope**  Intent –Applying static balance stance  Implementation  Warm up: Line out  Skill: Stance  Skill application: Balance transfer with competition  Review: Question carousel  Future Learning: Lesson 5  **Lesson 5- Thembi walks the tightrope**  Intent – Developing static balance stance  Implementation  Warm up: Line out  Skill: Stance  Skill application: Developing stance combinations  Review: Question carousel  Future Learning: lesson 6  **Lesson 6- Thembi walks the tightrope**  Intent – Developing static balance stance  Implementation  Warm up: Line out  Skill: Stance  Skill application: Balance transfer with competition  Review: Question carousel  Future 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  Implementation  Warm up: Clown’s Naughty Ball  Skill: Exploring Ball Skills  Skill application: Shoulders, Tummy, Knees & Toes  Review: Badge of Honour  Future 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 & Toes  Review: Badge of Honour  Future Learning: Lesson 3  **Lesson 3- 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: Add a Clown move  Review: Badge of Honour  Future 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 partner  Implementation  Warm up: Off to the Seaside  Skill: Wendy’s Water-ski challenge  Skill application: Hold on tight  Review: Badge of Honour  Future Learning: lesson 6  **Lesson 6- Wendy’s Water-ski challenge**  Intent – Exploring Counter Balance with partner  Implementation  Warm up: Off to the Seaside  Skill: Wendy’s Water-ski challenge  Skill application: Whacky Water Sports  Review: Badge of Honour  Future Learning: Year 1 | **Lesson 1-Clowning Around**  Intent – Using coordination & ball skills  Implementation  Warm up: Clown’s Naughty Ball  Skill: Clowning Around (Ball Skills)  Skill application: Shoulders, Tummy, Knees & Toes  Review: Badge of Honour  Future Learning: Lesson 2  **Lesson 2-Clowning Around**  Intent – Using coordination & ball skills  Implementation  Warm up: Clown’s Naughty Ball  Skill: Clowning Around (Ball Skills)  Skill application: Add a Clown move  Review: Badge of Honour  Future Learning: Lesson 3  **Lesson 3-Clowning Around**  Intent – Using coordination & ball skills  Implementation  Warm up: Clown’s Naughty Ball  Skill: 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 partner  Implementation  Warm up: Off to the Seaside  Skill: Wendy’s Water-ski challenge  Skill application: Hold on tight  Review: Badge of Honour  Future Learning: Lesson 5  **Lesson 5- Wendy’s Water-ski challenge**  Intent – Developing Counter Balance with partner  Implementation  Warm up: Off to the Seaside  Skill: Wendy’s Water-ski challenge  Skill application: Whacky Water Sports  Review: Badge of Honour  Future Learning: lesson 6  **Lesson 6- Wendy’s Water-ski challenge**  Intent – Developing Counter Balance with partner  Implementation  Warm up: Off to the Seaside  Skill: Wendy’s Water-ski challenge  Skill application: Seaside Sculpture  Review: Badge of Honour  Future Learning: Year 2 | **Lesson 1-Fundermentals Coordination with ball skills**  Intent – Applying Coordination & Ball skills  Implementation  Warm 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 skills  Implementation  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 balance  Implementation  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 balance  Implementation  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  Implementation  Warm 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 School  Skill: John & Jasmine Learn to Juggle  Skill application: Bouncing Balls  Review: Gift Cards  Future Learning: Lesson 3  **Lesson 3- Big Top Time**  Intent – Exploring Coordination through Sending & Receiving  Implementation  Warm up: Circus Training School  Skill: John & Jasmine Learn to Juggle  Skill 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: RINGO  Review: 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: RINGO  Review: Gift Cards  Future Learning: lesson 6  **Lesson 6- Magic Bean**  Intent – Exploring Agility through Reaction & Response  Implementation  Warm up: Land of the Beans  Skill: RINGO to the Rescue  Skill application: Magic Beans  Review: Gift Cards  Future Learning: Year 1 | **Lesson 1- Big Top Time**  Intent – Developing Coordination through Sending & Receiving  Implementation  Warm up: Ball Tricks  Skill: John & Jasmine Learn to Juggle  Skill application: Bouncing Balls  Review: 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 Juggle  Skill 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 Juggle  Skill 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: RINGO  Review: 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 Beans  Review: Gift Cards  Future Learning: lesson 6  **Lesson 6- 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: Magical Shapes and Letters  Review: Gift Cards  Future Learning: Year 2 | **Lesson 1- Fundermentals Coordination, Sending & Receiving**  Intent – Applying Coordination through Sending & Receiving  Implementation  Warm 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 & Receiving  Implementation  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 & Response  Implementation  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 & Response  Implementation  Warm up: Ball Handling  Skill: Reaction & Response  Skill application: Copy Your Partner  Review: Gift Cards  Future Learning: lesson 6  **Lesson 6- Fundamentals Agility, Reaction & Response**  Intent – Applying Agility through Reaction & Response  Implementation  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  Implementation  Warm 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, Rarely  Future 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 Winter  Review: 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, Rarely  Future 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 Cat  Skill 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 Chasing  Implementation  Warm up: The Hairy, Scary Wolf  Skill: Sammy Squirrel and his rolling nut  Skill application: Two Cheeky Squirrels  Review: Always, Sometimes, Rarely  Future 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, Rarely  Future 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, Rarely  Future 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 Cat  Skill 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, Rarely  Future 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, Rarely  Future Learning: Year 2 | **Lesson 1- Fundermentals Agility Ball Chasing & Floor Work**  Intent – Applying Agility through Ball Chasing  Implementation  Warm up: Ball Tricks  Skill: Ball Chasing  Skill application: Develop Ball Chasing Combinations  Review: Always, Sometimes, Rarely  Future Learning: Lesson 2  **Lesson 2- Fundermentals Coordination, Sending & Receiving**  Intent – Applying Agility through Ball Chasing  Implementation  Warm up: Ball Tricks  Skill: Ball Chasing  Skill application: Develop Ball Chasing Combinations  Review: Always, Sometimes, Rarely  Future 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, Rarely  Future 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, Rarely  Future 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, Rarely  Future 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, Rarely  Future Learning: KS2 |