

Beckford PE Curriculum 2020-2021

	<u>Autumn Term1</u>	<u>Autumn Term 2</u>	<u>Spring 1 (Covid)</u>	<u>Spring 2 (Covid)</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	<u>Movement with balls. Hands and feet</u>	<u>Nursery –Run, Skip, Hop, Jump (Athletics).</u>	<u>Gym moves 1</u> covid	<u>Gymnastics 1</u>	<u>Gym moves 2</u>	<u>Sports day preparation</u>
<u>Reception</u>	<u>Movement with balls, hands and feet</u>	<u>Running and chasing games.</u>	<u>Gymnastic movements 1</u> covid	<u>Gymnastic movements 1</u>	<u>Gymnastics movements 2</u>	<u>Sports day preparation</u>
<u>Year 1</u>	<u>Ball skills with feet (football)</u>	<u>Gymnastics 1</u>	<u>Gymnastics 2</u> covid	<u>Gymnastics 2</u>	<u>Balls skills and Dodging games</u>	<u>Run, jump throw</u>
<u>Year 2</u>	<u>Dodging and invasion games</u>	<u>Gymnastics 1</u>	<u>Middlesex cricket</u> covid	<u>Gymnastics 2</u>	<u>Run jump throw</u>	<u>Ball skills with feet (football)</u>
<u>Year 3 Mersey</u>	<u>Swimming</u>	<u>Swimming</u>	<u>Swimming</u> covid	<u>Gymnastics</u> <i>Swimming for 2 weeks</i>	<u>Tennis</u>	<u>Benchball</u>
<u>Year 3 Thames</u>	<u>Benchball</u>	<u>Gymnastics</u>	<u>Middlesex cricket</u> covid	<u>Swimming</u> <i>Tennis for 2 weeks</i>	<u>Swimming</u>	<u>Swimming</u>
<u>Year 4 Danube</u>	<u>Swimming</u>	<u>Swimming</u>	<u>Swimming</u> covid	<u>Gymnastics</u> <i>Swimming for 2 weeks</i>	<u>Tennis</u>	<u>Benchball</u>
<u>Year 4 Seine</u>	<u>Tennis</u>	<u>Arsenal football</u>	<u>Gymnastics</u> covid	<u>Swimming</u> <i>Benchball for 2 weeks</i>	<u>Swimming</u>	<u>Swimming</u>
<u>Year 5</u>	<u>Basketball</u>	<u>Gymnastics</u>	<u>Football</u> covid	<u>Tennis</u>	<u>Athletics</u>	<u>Intra class Tournaments</u>
<u>Year 6</u>	<u>Basketball</u>	<u>Football</u>	<u>Gymnastics</u> covid	<u>Tennis</u>	<u>Athletics</u>	<u>Intra Class Tournaments</u>

- The above programme is subject to periodic change.
- OAA covered during Year 5-6 residential trips.
 - Dance in Year 3-4 with the Place.

Physical education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - participate in team games, developing simple tactics for attacking and defending
 - perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - perform dances using a range of movement patterns
 - take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.

Games Sequencing

<u>Reception</u>	<u>Movement with balls, hands and feet</u>	
<u>Year 1</u>	<u>Balls skills and Dodging games</u>	<u>Ball skills with feet (football)</u>
<u>Year 2</u>	<u>Dodging and invasion games</u>	<u>Ball skills with feet (football)</u>
<u>Year 3 Ravenshaw</u>	<u>Dodgeball/Benchball</u>	
<u>Year 4 Dornfell</u>	<u>Dodgeball/Benchball</u>	
<u>Year 5</u>	<u>Basketball/Benchball</u>	<u>Football</u>
<u>Year 6</u>	<u>Basketball</u>	<u>Football</u>

Games - Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - participate in team games, developing simple tactics for attacking and defending

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Nursery - Movement with balls, hands and feet

<u>Nursery</u>	Can we listen, can we look and can we follow.	Using our hands with the ball	using our feet to move the ball	using our feet to move the ball	using our feet to move the ball		
Successful pupils will	Show good listening, good looking and good following.	Successful pupils will practice their basic movement skills and co-ordination using balls & bean bags.	Successful pupils will practice their basic movement skills and co-ordination using balls.	Successful pupils will practice their basic movement skills and co-ordination using balls.	Successful pupils will practice their basic movement skills and co-ordination using balls.		
<u>Active start</u>	Can we sit on a dot? Can we move, bounce and shake.	Bean bag aerobics, follow me. <ul style="list-style-type: none">• Bean bag	Ball aerobics, follow me. Basic, co-ordination, throw catch, roll retrieve. Throw the ball at a wall and collect big, then small	 <ul style="list-style-type: none">• big ball, kick the ball and chase Ball aerobics, follow me. Basic, co-ordination with feet.	<ul style="list-style-type: none">• . big ball, kick the ball and chase Ball aerobics, follow me. Basic, co-ordination with feet.		
<u>Lesson content</u>	Bean bag aerobics Static with hands moving and stretching Ball aerobics Static with hands moving and stretching Can we roll the ball? Can we kick the ball?	<ul style="list-style-type: none">• Throw the bean bag and catch• Throw the bean bag at target and collect (hoops)• Ball aerobics• Throw the ball and catch• Bounce the ball and catch• Throw the ball at a target and collect. Fish in the bucket game	<ul style="list-style-type: none">• Throw the ball at a target and collect.• Fish in the bucket game• big ball, kick the ball and chase Big ball kick the ball and score in a goal (right and left)	<ul style="list-style-type: none">• Big ball kick the ball score by hitting a bench Can I walk through cones moving my ball	<ul style="list-style-type: none">• Can I walk through cones moving my ball with gentle feet?• Can we go a bit quicker?• Can we score goals against the benches?		

Games Sequencing – Reception - Movement with balls, hands and feet

<u>Reception</u>	<u>Develop their ability to control a ball with hands in static and moving practices.</u>	<u>Develop their ability to control different size balls with their hands.</u>	<u>Develop their ability to control different size balls with their hands.</u>	<u>Pupils will develop their hand eye co-ordination in games using balls.</u> <u>Pupils will work co-operatively with a partner.</u>	<u>Pupils will develop their foot eye co-ordination in games using balls.</u> <u>Pupils will work co-operatively with a partner.</u>	<u>Pupils will develop their foot eye co-ordination in games using balls.</u> <u>Pupils will work co-operatively with a partner.</u>	<u>Pupils will develop their foot eye co-ordination in games using balls.</u> <u>Pupils will work co-operatively with a partner.</u>
Successful pupils will	Follow me, body movement co-ordination holding a ball.	Popcorn game seated in a circle and build up to moving and then running.	Small ball bounce and catch/throw and catch (yellow soft tennis ball)	Popcorn buckets game. Lots of buckets spread out in the hall. Children sitting and waiting. When the teacher shouts popcorn the machine empties and the children try to get the popcorn in any of the buckets as quickly as possible.	Ball each – kick around and chase	Ball aerobics with feet. Ball each – kick around and chase	Ball aerobics with feet. Ball each – kick around and chase
<u>Active start</u>	<ul style="list-style-type: none"> • One ball each, throw and catch, low, high (how do we do?) • Throw away and retrieve (use different sized balls) • Roll and retrieve • Roll at a target (bench) • Popcorn game seated in a circle and build up to moving and then running. 	<ul style="list-style-type: none"> • Large ball bounce and catch/throw and catch • Roll the ball and stop Bounce at a target (hoops) static and then moving. • Throw at a goal (how many can we score?) • Small ball co-ordination <p>Throw the ball, small ball.</p>	<ul style="list-style-type: none"> • Ball aerobics with yellow tennis ball. • Throw and catch (low and gentle). Individually and with teacher. • Bounce and catch/stop tennis ball • Roll the ball at targets (goals) • Throw at target (goal) <p>Throw at the fitness ball (king ball) – can we move it</p>	<ul style="list-style-type: none"> • Ball aerobics and throw and catch • Ball aerobic with - Pass around in pairs sitting back to back (include competition). Overhead pass • Hot ball – players in circles of 10 pass the ball quickly (3 seconds) but can't pass to the person immediately next to them! (large ball). Complete this seated then 	<ul style="list-style-type: none"> • Controlling a ball – can we use different parts of our feet with soft gentle feet? Do what I do. • As above but minefield. Avoid hitting a come with your ball. • As above but can we speed up a little. • Score a goal – can we use our feet to score a goal (benches) – can we use the 	<ul style="list-style-type: none"> • Controlling a ball – can we use different parts of our feet with soft gentle feet? • As above but minefield. Avoid hitting a come with your ball. Speed up if you can! • Shark game - Teacher to now act as a shark to kick balls away. • Score a goal – 	<ul style="list-style-type: none"> • Controlling a ball – can we use different parts of our feet with soft gentle feet? • As above but minefield. Avoid hitting a come with your ball. Speed up if you can! • Shark game - Teacher to now act as a shark to kick balls away. • Score a goal –

	Vary the size of the balls for the above games			standing. Now start using feet with the ball. Can we kick and chase/can we do slow feet/can we mix slow feet and fast feet.	side of our feet. Score a goal – big goals.	can we use our feet to score a goal (benches) – can we use the side of our feet. Score a goal – by hitting the big aerobic ball with our ball (static and then moving).	can we use our feet to score a goal (benches) – can we use the side of our feet. Score a goal – by hitting the big aerobic ball with our ball (static and then moving).
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Games Sequencing 1 - Balls skills and Dodging games

Year 1	Theme: throwing, catching, sending, receiving and stopping.	Theme: ball skills, sending and receiving individually (small yellow tennis ball)	Theme: ball skills, sending and receiving in pairs (dodgeball). The skills are repeated from last week but children are now in pairs.	Theme: sending and receiving a ball.	Theme: applying ball skills in games (1)	applying ball skills in games (2)	Theme: applying ball skills in games (3)
Successful pupils will	Send a ball to a partner through rolling, bouncing or throwing. Receive a ball from a roll, a bounce or a throw. Use these skills in a small games	Develop passing and catching the ball in: <ul style="list-style-type: none"> • Static • Active and small sided game practices.	Develop passing and catching the ball in: <ul style="list-style-type: none"> • Static • Active And small sided game practices		Develop Throwing and dodging skills in small sided games.	Throw the dodgeball to your partner who tries to catch it (hands up and ready).	Work co-operatively as part of a team to apply skills in a small sided game.
Active start	Popcorn game (Yellow soft tennis ball) <ul style="list-style-type: none"> • One ball each, throw and catch, low, high (how do we do?) • Bounce and catch (how do we do) TA. 	<ul style="list-style-type: none"> • Throw the ball and retrieve (individually)la • Throw and catch (individually)o • Bounce and catch (individually) 	<ul style="list-style-type: none"> • Throw the ball and retrieve (pairs)trieve • Throw and catch (pairs) • Bounce and catch (pairs) 	<ul style="list-style-type: none"> • Work in pairs and practice throwing catching, rolling and retrieving. 	<ul style="list-style-type: none"> • Throw the dodgeball and your partner chases, retrieves and then throws. Tallulahnts. MH to 	<ul style="list-style-type: none"> • Throw and catch in pairs. • Throw the ball at your partner. If they hit you then you become the thrower. 	<ul style="list-style-type: none"> • Throw and catch in pairs. • Throw the ball at your partner. If they hit you then you become the thrower.
Lesson content	(Green ball) followed by (Yellow soft tennis ball) Both above start static and then moving <ul style="list-style-type: none"> • Roll and retrieve/stop. • Gates game, roll, retrieve/stop • Now complete the above game in pairs • Hoops game, can we bounce in the hoops (individually). Now in pairs roll, retrieve stop static and then moving. on	<ul style="list-style-type: none"> • Roll and stop, static and then moving. • Gates game move and roll, retrieve/stop • Hoop game – how many can you score? Now move and hit a target passing and moving around room (goals)walking	<ul style="list-style-type: none"> • Gates game move and roll, retrieve/stop. Tallulah has her own • Hoop game – how many can you score? Tallulah has her own Now move and hit a target passing and moving around room (goals). Tallulah moved around with	<ul style="list-style-type: none"> • Ball aerobics, bounce, throw, catch, and roll. Big ball, then small ball. • Roller ball in pairs through the gates small ball. • Roller ball with sharks (adults), small ball. Shark keeps the ball for 5 seconds Roller ball with throw, catch, roll and retrieve including sharks	<ul style="list-style-type: none"> • Throw the ball at your partner. If they hit you then you become the thrower. • Dodgeball game of hit but not out. Pupils split into 4 teams and the game is explained to the pupils. 2 game areas set up. 	<ul style="list-style-type: none"> • Dodgeball game of hit but not out. Pupils split into 4 teams and the game is explained to the pupils. The areas are made smaller. 2 small court games played. 	<ul style="list-style-type: none"> • Dodgeball game of hit but not out. Pupils split into 4 teams and the game is explained to the pupils. The areas are made smaller. 2 small court games played. • Dodgeball game of hit but not out. Big court game. Teams play 2 games and off.

Games Sequencing 1 - Ball skills with feet (football)

<u>Year 1</u>	Theme: how do we use our feet to move and control a ball?	Theme: how do we use our feet to move, turn and change direction?	Theme: How do we use our feet to pass the ball/hit at a target?	Theme: how do we use our feet to move, turn, change direction and how do we get a ball from another player?	Theme: Can we use our skills to keep the ball and beat a player (1)	Theme: Can we use our skills to keep the ball and beat a player (2)	
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<p>Successful pupils will</p>	<ul style="list-style-type: none"> • Work slowly and fast with a ball at their feet • Identify the different parts of the feet that they use to send a ball (pass) and why they use different parts. 	<ul style="list-style-type: none"> • Use their feet to move the ball and change direction. 	<ul style="list-style-type: none"> • Use their feet to pass their ball at a target. • Use their feet to hit the ball at a target to score. 	<ul style="list-style-type: none"> • Work slowly and fast with a ball at their feet • Identify the different parts of the feet that they use to move a ball. 	<p>Can we use our skills to beat a player (2)</p> <ul style="list-style-type: none"> • Use dribbling skills to try and retain possession and score • Play 1v1 games 	<ul style="list-style-type: none"> • Use dribbling skills to try and retain possession and score • Play 1v1 games 	
<p>Active start</p>	<p>One ball each – soft feet/gentle feet and quick feet ball close/ball going forwards. Explore how we do this.</p>	<p>One ball each – dribble and wall pass.</p>	<p>Ball aerobics following the teacher (one ball each).</p>	<p>Try to get a ball from another player.</p>	<p>Football aerobics and dribbling and turning skills</p>	<p>Dribbling and turning skills – each child should have a ball. Ask them to use different parts of the foot to change direction on your command.</p>	
<p>Lesson content</p>	<ul style="list-style-type: none"> • Cars game. • Dribble king with sharks. • One ball each passing against a wall/bench – how do we do? • Now practice different parts of the feet. 	<ul style="list-style-type: none"> • Cars game. Dribble and turn. Gradually work through using different parts of the feet to change direction with soft/fast feet (change of pace). • Change of direction with wall pass combined on teacher command • Gates game (large gates) • Sharks game. 	<ul style="list-style-type: none"> • Explore the different parts of the feet we use to pass a ball against the side/wall. • Can we make 10 passes/how quickly can we make 10 passes? • Explore the different parts of the feet we use to try and hit the ball at a target (benches). Can we score 10 goals/how quickly can we score 10 goals? • Sharks scoring game. 	<ul style="list-style-type: none"> • Dribbling and turning skills using different parts of the foot. • King of the ring (one ball each). 2 rings – keep your ball and knock another players out of the ring. • Defending domino. Players in the circle with one trying to get a ball. If they get the ball off someone they become the defender. <p>Pass, move and score against benches in pairs, off the wall and direct.</p>	<ul style="list-style-type: none"> • Passing and moving off the wall • As above with partner • Get the ball of your partner • 1 ball each gates dribbling. • 1v1 gates <p>1v1 goals with rotating keepers</p>	<ul style="list-style-type: none"> • Passing and moving off the wall. Get the kids to dribble around and when you shout pass they do one pass against the side and continue dribbling. • As above with partner. They have one ball between 2 now. When they pass their partner takes over the dribble. • Get the ball of your partner – one player starts with the ball and tries to keep it away from their partner for 30 seconds. If your partner gets the ball you both sit 	

out at the side.
1v1 goals with rotating keepers. Set lots of goals around the perimeter of the astro turf and let the pupils play 1v1 against their partner. Rotate partners every 3 minutes so they play lots of people.

Games Sequencing 2 - Dodging and invasion games

Year 2

Theme– throwing, catch, retrieve and dodge

Theme: Games – throwing, catch, retrieve

Theme: Games play

		and dodge	and dodge	and dodge	and dodge (repeat lesson)		
Successful pupils will	<ul style="list-style-type: none"> Use basic throwing, catching and retrieving skills in isolation and in small sided games. Dodge and avoid being hit in SSG. 	<ul style="list-style-type: none"> Develop basic throwing, catching and retrieving skills in small sided games. Develop Dodging and avoid being hit in SSG 	<ul style="list-style-type: none"> Develop basic throwing, catching and retrieving skills in small sided games. Develop Dodging and avoid being hit in SSG 	<ul style="list-style-type: none"> Develop basic throwing, catching and retrieving skills in small sided games. Develop Dodging and avoid being hit in SSG. 	<ul style="list-style-type: none"> Develop basic throwing, catching and retrieving skills in small sided games. Develop Dodging and avoid being hit in SSG 	<ul style="list-style-type: none"> Develop basic throwing, catching and retrieving skills in small sided games. Develop Dodging and avoid being hit in SSG. 	
Active start	Throw/catch, roll/retrieve with a small ball each.	Popcorn game – using the soft tennis ball. Pupils rotate and try to keep the popcorn (balls) in the bucket as the teacher/TA throws them out. Or Above with children numbered 1-10 in two teams.	Throw and catch skills with a yellow tennis ball each. Bounce and catch skills with a yellow tennis ball. Above skills static and then moving if secure.	Flusher tag	Frozen tag	In pairs practice throwing and catching the dodgeball in space.	
Lesson content	<ul style="list-style-type: none"> Throw and catch in pairs. <p>Can we do 10? How quickly can we do 10?</p> <ul style="list-style-type: none"> Throw at targets. <p>Throw at targets game. As above but change the ball.</p>	<ul style="list-style-type: none"> Throw and catch the ball off the wall (large then small) How quickly can we do 10 of the above? Hit but not out Pupils try to apply their skills within a SSG and include dodging (2 courts) 	<p>Team Popcorn game – using the soft tennis ball. The children are split into teams and must try and get the balls into their color buckets. Two teams play at a time</p> <p>Hit but not out game. Pupils try to apply their skills within a SSG and include dodging.</p>	<p>One dodgeball each to practice throwing and catching.</p> <ol style="list-style-type: none"> Two hands throw above head and catch (static then moving). As above but clap catch (static then moving). How many claps? Bounce and catch (static then moving) Bounce clap catch (static then moving) <p>Below head followed by overhead throw and catch in pairs. 4 teams and 2 games of</p>	<p>One dodgeball each to practice throwing and catching.</p> <ol style="list-style-type: none"> Two hands throw above head and catch (static then moving). As above but clap catch (static then moving). How many claps? Bounce and catch (static then moving) Bounce clap catch (static then moving) <p>Overhead throw and catch in pairs. 4 teams and 2 games of dodgeball.</p>	<p>Dodgeball game but the hall is split into two to have 2 games being played at one time and reducing decision making time and throwing/dodging area. Teams rotate around.</p>	

				dodgeball. Stage posts to establish tactics, rules of the game and expectations. Teams rotate to play each other twice.	Stage posts to establish tactics, rules of the game and expectations. Teams rotate to play each other twice.		
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Games Sequencing 2 - Ball skills with feet (football)

<u>Year 2</u>	Theme: how do we use our feet to move and control a ball?	Theme: how do we use our feet to move, turn, change direction and pass?	Theme: how do we use our feet to move, turn, change direction and pass?	Theme: can we pass the ball with success over a short distance?	Theme: Can we use our skills to beat an opponent (1)	Theme: Can we use our skills to beat an opponent (2)	
Successful pupils will	<ul style="list-style-type: none"> Work slowly and fast with a ball at their feet Identify the different parts of the feet that they use to send a ball (pass) and why they use different parts. 	<ul style="list-style-type: none"> Work slowly and fast with a ball at their feet Identify the different parts of the feet that they use to send a ball (pass) and why they use different parts. 	<ul style="list-style-type: none"> Work slowly and fast with a ball at their feet Identify the different parts of the feet that they use to send a ball (pass) and why they use different parts. 	<ul style="list-style-type: none"> Pass the ball over a short distance to a target. Pass the ball to a partner. Work with a partner to pass and move. 	<ul style="list-style-type: none"> Use different pace (fast/slow) Use dribbling skills to try and beat opponents Play 1v1 games 	<ul style="list-style-type: none"> Use dribbling skills to try and retain possession and score Play 1v1 games	
Active start	One ball each – soft feet/gentle feet and quick feet ball close/ball going forwards. Explore how we do this.	One ball each – wall pass	Dribbling and turning skills	Pass and move with a ball each against the walls. Explore and recap how we use our feet.	Dribbling and turning skills	Dribbling and turning skills	
Lesson content	<ul style="list-style-type: none"> Dribble king with sharks. One ball each passing against a wall – how do we do? Now practice different parts of 	<ul style="list-style-type: none"> Cars game Dribble and turn. Gradually work through using different parts of the feet to change direction with soft/fast feet 	Queen/King of the ring (one ball each). <ul style="list-style-type: none"> How do we stop/control a ball moving towards us? Practice in pairs. Can we do 10 quickly? 	<ul style="list-style-type: none"> Pass against a wall 10 times (static). How quickly can you pass against a wall 10 times (static). Repeat above with movement 	<ul style="list-style-type: none"> Pass and move in pairs, off the wall and direct Get the ball off your partner (30 seconds) Get your partner off anyone 	<ul style="list-style-type: none"> Passing and moving off the wall As above with partner Get the ball of your partner 	

	<p>the feet.</p> <ul style="list-style-type: none"> How do we stop/control a ball moving towards us? Practice in pairs. Can we do 10 quickly? <p>Mini games 1v1/2v2</p>	<p>(change of pace).</p> <ul style="list-style-type: none"> Change of direction with wall pass combined on teacher command Gates game (large gates) How do we stop/control a ball moving towards us? Practice in pairs. Can we do 10 quickly? <p>Mini games 1v1/2v2</p>	<ul style="list-style-type: none"> Pass and move in pairs, off the wall and direct Dance floor skills game. <p>1v1 with selected goals and keeper (rotate keepers)</p>	<p>around the work area.</p> <ul style="list-style-type: none"> 2v1/2 with goals. Static keeper and 2v1 outfield. Pairs take turns as attackers and defenders. 	<p>(knockout)</p> <ul style="list-style-type: none"> Bull dog dribble <p>1v1 with selected goals and keeper (rotate keepers)</p>	<ul style="list-style-type: none"> 1v1 gates <p>1v1 goals with rotating keepers</p>	
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Games Sequencing 3 - Dodgeball/Benchball

<u>Year 3</u>	Theme: throwing and catching	Theme: throwing and catching	Theme: Moving/stopping & passing/receiving (1)	Theme: Moving/stopping & Passing/receiving (2)	Theme: Passing and moving		
<p>Successful pupils will demonstrate</p>	<ul style="list-style-type: none"> throwing with one hand catching with two hands <p>Apply throwing and catching skills in the game.</p>	<ul style="list-style-type: none"> throwing with one hand catching with two hands <p>Apply throwing and catching skills in the game.</p>	<ul style="list-style-type: none"> Demonstrate ability to stop with two feet (jump stop) Some pupils will demonstrate pivoting. Demonstrate a chest bounce and bounce pass. Some pupils will complete this on the move. <p>Use skills in small sided bench ball games.</p>	<ul style="list-style-type: none"> Demonstrate ability to stop with two feet (jump stop) Most pupils will demonstrate pivoting in practice and some in the ssg's. Demonstrate a chest bounce and bounce pass. Some pupils will complete this on the move. <p>Use skills in small sided bench ball games.</p>	<ul style="list-style-type: none"> Demonstrate ability to stop with two feet (jump stop) Demonstrate a chest bounce and bounce pass. Some pupils will complete this on the move. <p>Use skills in small sided bench ball games.</p>		

Active start	One ball each, throw and retrieve (a) High and long (b) Low and fast One ball each, throw and retrieve (a) High and long (b) Low and fast	Flusher tag Frozen tag	Footwork skills – (a) jumping and stopping (b) jumping, stopping and pivot	Footwork skills – (a) Jumping and stopping (b) jumping, stopping and pivoting. Complete without/with ball individually.	Footwork skills – (a) Jumping and stopping (b) jumping, stopping and pivoting. Complete with a ball individually.		
Lesson content	<ul style="list-style-type: none"> • Throw and catch individually • Throw and catch in pairs (a) high (b) low • 4 box game (small court) • Large court game Drip feed rules across both games	<ul style="list-style-type: none"> • Throw/bounce and catch individually with a small ball (soft yellow tennis ball) • Throw and catch in pairs (a) high (b) low (soft yellow tennis ball) • Now repeat the above with a dodgeball Emphasise throwing and catching positions <ul style="list-style-type: none"> • Dodgeball - 4 box game (small court) • Dodgeball - Large court game Recap rules where required	<ul style="list-style-type: none"> • Using a ball to complete footwork skills individually • Completing footwork skills with a partner passing the ball. How do we pass? Draw out chest pass and bounce pass. Some pupils will do this on the move. 3v3/4v4 benchball games (2 games and small court).	<ul style="list-style-type: none"> • Focus on bounce pass and chest pass in pairs (a) static and (b) stretch to moving once secure. • Challenge – how quick can we do static and then moving (first pair to 10) 3v3 benchball games (2 games and small court).	<ul style="list-style-type: none"> • Focus on bounce pass and chest pass in pairs (a) static and (b) stretch to moving once secure. • 3v1 possession game using bounce pass and chest pass with good footwork. • 3v3 benchball games (2 games and small court). Benchball game on a larger court. Emphasise the need to move when you don't have the ball in attack and marking a player in defence.		

Games Sequencing 4 - Benchball

<u>Year 4</u>	<u>Theme: Passing and receiving</u>	<u>Theme: Passing/receiving/footwork</u>	<u>Theme: Passing & Moving (1)</u>	<u>Theme: Passing & Moving (2). Defending</u>	<u>Game play/assessment (1)</u>	<u>Game play/assessment (2)</u>
Successful pupils will demonstrate	<ul style="list-style-type: none"> Chest pass and bounce pass. The ability to receive the ball from a chest or bounce pass. 	<ul style="list-style-type: none"> Chest pass and bounce pass. The ability to receive the ball from a chest or bounce pass. Jump stop and pivoting. 	<ul style="list-style-type: none"> Passing/receiving whilst moving Jump stop and pivoting in small sided practice. 	<ul style="list-style-type: none"> Passing/receiving whilst moving Jump stop and pivoting in small sided practice. 	<ul style="list-style-type: none"> Skills within small sided games. 	<ul style="list-style-type: none"> Skills within small sided games.
Active start	One ball each chest and bounce pass against the wall (individual practice)	Jump stop/pivot practice (individually)	Jump stop/pivot /footwork practice (Individually)	Jump stop/pivot /footwork practice (Individually)	Jump stop/pivot /footwork practice (Individually)	Jump stop/pivot /footwork practice (Individually)
Lesson content	<p>Chest and bounce pairs in pairs (static) explore how we receive the ball.</p> <p>2v1 attack and defend practice.</p> <p>3v3 small pitch benchball games (2 courts)</p>	<p>Passing/receiving in pairs applying the principles of good footwork. Static and then moving.</p> <p>Sharks king/queen of the court in passing pairs.</p> <p>2v1/2v2 possession game</p> <p>3v3 small pitch benchball games (2 courts)</p>	<p>Passing/receiving in pairs applying the principles of good footwork (moving).</p> <p>Sharks king/queen of the court in passing pairs.</p> <p>3v1 tag pass game</p> <p>3v3 small pitch benchball games (2 courts)</p>	<p>Passing/receiving in pairs applying the principles of good footwork (moving).</p> <p>Individual defending – follow me.</p> <p>2v1/2v2 defending practice. Cover individual and team defending.</p> <p>4v4 benchball game on a larger pitch.</p>	<p>Passing/receiving in pairs applying the principles of good footwork (moving).</p> <p>Sharks king/queen of the court in passing pairs.</p> <p>4v4 benchball game on a larger pitch.</p>	<p>Passing/receiving in pairs applying the principles of good footwork (moving).</p> <p>Sharks king/queen of the court in passing pairs.</p> <p>4v4 benchball game on a larger pitch.</p>

Games Sequencing 5 - Basketball/Benchball

Year 5	Theme: Dribbling and footwork	Theme: footwork/passing and moving	Theme: footwork/passing and moving	Theme: footwork and game play	Theme: developing footwork on the move and applying it in the game.	Theme: Applying and developing skills through game play (assessment)
Successful pupils will demonstrate	<ul style="list-style-type: none"> • Some control with a moving ball • Stopping with a moving ball • Turning with a static ball (pivoting) 	<ul style="list-style-type: none"> • Demonstrate various passing methods • Apply different passing methods in SSG's 	<ul style="list-style-type: none"> • Demonstrate good footwork (stopping and pivoting) • Different methods of passing <ul style="list-style-type: none"> • Some will consistently apply the above in SSG's 	<ul style="list-style-type: none"> • Demonstrate good footwork (stopping and pivoting) • Apply passing and moving skills in a larger game space. 	<ul style="list-style-type: none"> • Demonstrate good footwork in isolation. <p>Most players should be able to demonstrate some good footwork during the games.</p>	<ul style="list-style-type: none"> • Demonstrate good footwork in isolation. <p>Most players should be able to demonstrate some good footwork during the games.</p>
Active start	One ball each dribbling – guided discovery of how we do	Dribbling and moving with footwork link from previous lesson.	Footwork skills (pivoting) with and without the ball. Independent practice. You only get a ball if stopping/pivoting correctly	Footwork skills (pivoting) with and without the ball. Independent practice. You only get a ball if stopping/pivoting correctly	<ul style="list-style-type: none"> • Dribbling, jump stopping and pivoting individually. <p>Now complete the above in pairs with a player passing a ball towards the player moving towards them.</p>	Dribbling, jump stopping and pivoting in pairs. Now complete the above in pairs with a player passing a ball towards the player moving towards them.

Lesson content

- Follow me dribble – children follow teacher movement from the front.
- Dribble king game.
- Dribbling and stopping – jump stop and stride stop. Stop on the whistle.
- Dribbling, stopping, and pivoting
- Sharks dribbling game (children can stop, pivot and use an extra dribble).

2v1/2v2 dribbling game. Children score by passing to their partner in a hoop. Discuss and implement individual marking.

- Pass tag game (4-6 players)
- Tag pass game (4-6 players)
- 2v2 dribbling game. Children score by passing to their partner in a hoop. Discuss and implement individual marking.

- Passing and moving in pairs – how can we do this?
 - Pass tag game in groups of 4-6
- 2v2 box game with team rotations.

- 4v4/5v5 benchball game

- 4v4/5v5 benchball game on a small/large court.

- 4v4/5v5 benchball game on a small large court.

Games Sequencing 5 - Football

<u>Year 5</u>	Theme: Ball control (dribbling)	Theme: Ball control (dribbling) 2	Theme: Ball control (dribbling) 2	Theme: Tackling	Theme: Tackling applying the principles in SSG's	Theme: Tackling applying the principles in SSG's
Successful pupils will demonstrate	<ul style="list-style-type: none"> Dribbling using inside, outside, top and bottom of the foot. Change direction with the ball <p>Some will do this with increasing speed.</p> <p>One ball each – football aerobics</p>	<ul style="list-style-type: none"> Dribble and turn using different parts of the foot. Develop the different techniques for dribbling and turning. <p>The pupils will attempt to apply the above through SSG's</p>	<ul style="list-style-type: none"> Dribble and turn using different parts of the foot. Develop the different techniques for dribbling and turning. <p>Implement the above in SSGs</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG's.</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG's</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG's.</p>
Active start	Cars game	<ul style="list-style-type: none"> Turning on the whistle (change of pace/speed/direction) 	One ball each – football aerobics and fundamentals.	One ball each – king of the court and sharks game	One ball between two – Jockeying practice. Can you get the ball in 30 seconds?	One ball between two – Jockeying practice. Can you get the ball in 30 seconds?
Lesson content	Pupils move around dribbling at different speeds and are asked to use different parts of	Gates game (smaller for more able) need to draw out turning during this	<ul style="list-style-type: none"> Line football – players score by dribbling into 	1v1 tackling. Demo and practice for jockeying. Pupils have to close down space and prevent	Games: <ul style="list-style-type: none"> One nil game. Pupils are only 	Games:

	<p>the foot to move and control the ball</p> <p>How do we do this? – pupils demo's</p> <p>Can we change direction? Pupils have to change direction on the whistle.</p> <p>Games:</p> <p>Dribble King/Queen – each player has a ball and must knock another player's ball away (knockout game). The last person left is the King/Queen</p> <p>Sharks – 4 selected pupils (sharks) must clear the area of fish (pupils) as quickly as possible by knocking their balls out.</p> <p>One nil game – pupils can only lead by one goal. Pupils are encouraged to dribble and take players on 1v1.</p>	<ul style="list-style-type: none"> • Inter Milan game with gates. Aim is to score by dribbling through gates. Pupils can pass and move (pitch 1) <p>Line football – players score by dribbling into a designated/marked area at the end of each pitch (pitch 2)</p>	<p>designated/marked area at the end of each pitch.</p> <p>Group 2. Followed by 1 nil game.</p> <ul style="list-style-type: none"> • Inter Milan game with pupils dribbling through gates to score. Group 1. <p>Group 1 Wee jinky game. Same as line football but there is an area in front of each goal where the defending team can pass. In the middle area they can only dribble but players are allowed to take over from each other.</p>	<p>their opponents from going over the end line.</p> <p>Games:</p> <ul style="list-style-type: none"> • Pressing game – pupils must try and win the ball back in the opponents half of the pitch and apply the principles of Jockeying. <p>Continuous football (if time allows).</p>	<p>allowed to be one goal ahead. Once in front they try to play keep ball whilst the opposition try to press and get the ball back.</p> <ul style="list-style-type: none"> • Pressing game – if you get the ball back in the oppositions half of the pitch and score it's worth two goals (this scenario will need to be created) <p>At stage posts the games will be stopped to discuss how to defend as a team and what tactics to use.</p>	<ul style="list-style-type: none"> • One nil game. Pupils are only allowed to be one goal ahead. Once in front they try to play keep ball whilst the opposition try to press and get the ball back. • Pressing game – if you get the ball back in the oppositions half of the pitch and score it's worth two goals (this scenario will need to be created) <p>At stage posts the games will be stopped to discuss how to defend as a team and what tactics to use.</p>
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Games Sequencing 6 - Basketball

<u>Year 6</u>	<u>Theme: Dribbling and footwork recap.</u>	<u>Theme: Dribbling, footwork and Shooting (1).</u>	<u>Theme: Dribbling, footwork and Shooting (2).</u>	<u>Theme: Passing, moving and defending (1).</u>	<u>Theme: Passing, moving and defending (2).</u>	<u>Theme: Game play and assessment (1).</u>	<u>Theme: Game play and assessment (2).</u>
Successful pupils will	<ul style="list-style-type: none"> Controlling a moving ball Stopping with a moving ball Turning with a static ball (pivoting) 	<ul style="list-style-type: none"> Controlling a moving ball Stopping with a moving ball Turning with a static ball (pivoting) Demonstrate the basics of a set shot 	<ul style="list-style-type: none"> Controlling a moving ball Stopping with a moving ball Turning with a static ball (pivoting) Demonstrate the basics of a set shot 	<ul style="list-style-type: none"> Demonstrate chest pass/bounce/overhead pass in static and moving practice. Demonstrate a basic defending position in static and moving practice. 	<ul style="list-style-type: none"> Demonstrate chest pass/bounce/overhead pass in static and moving practice. Demonstrate a basic defending position in static and moving practice. 	<ul style="list-style-type: none"> Apply unit skills in small sided games for assessment. 	<ul style="list-style-type: none"> Apply unit skills in small sided games for assessment.
Active start	One ball each and explore dribbling followed by teacher intervention.	Dribble/jump stop/pivot practices	Free shooting	Free shooting and moving practice (dribble/jump stop/set shot).	Free shooting and moving practice (dribble/jump stop/set shot). Individually and then in pairs.	Free shooting and moving practice (dribble/jump stop/set shot). Individually and then in pairs.	Free shooting and moving practice (dribble/jump stop/set shot). Individually and then in pairs.
Lesson content	<p>Follow me dribble</p> <p>Dribble king/queen</p> <p>Sharks dribbling game</p> <p>Teaching of jump stop and pivoting.</p>	<p>Dribble king/queen</p> <p>Set shot – explore shooting followed by formal teaching.</p> <p>Around the world shooting game.</p> <p>1v1 shooting (NO Travelling)</p>	<p>Sharks dribbling game</p> <p>Dribble/jump stop/pivot practices</p> <p>Elbows shooting game in pairs (adapt elbows to 2 selected points to shoot). Players must jump stop and get balanced before shot.</p> <p>2v2 games</p>	<p>Passing and moving in pairs working through chest, bounce and overhead pass.</p> <p>Pass tag/tag pass games 3v1</p> <p>3v3 games – demo of defending position</p>	<p>Follow me 'sliding' defence practice.</p> <p>Zig zag defending practice</p> <p>1v1 game play emphasising defending position</p> <p>2v2/3v3 game play focussing on man/man woman/woman defence.</p>	<p>2v2/3v3 game play</p> <p>Emphasise good footwork/passing & moving/defending individually and as a team.</p>	<p>2v2/3v3 game play</p> <p>Emphasise good footwork/passing & moving/defending individually and as a team.</p>

Games Sequencing 6 - Football

<u>Year 6</u>	Theme: Ball control (dribbling)	Theme: Ball control (dribbling) 2	Theme: Ball control (dribbling) 2	Theme: Ball control (dribbling) 3	Theme: Tackling applying the principles in SSG's	Theme: Tackling	Theme: Tackling applying the principles in SSG's
<u>Successful pupils will</u>	<ul style="list-style-type: none"> Dribbling using inside, outside, top and bottom of the foot. Change direction with the ball <p>Some will do this with increasing speed</p>	<ul style="list-style-type: none"> Dribble and turn using different parts of the foot. Develop the different techniques for dribbling and turning. <p>Develop and implement the above through SSG's</p>	<ul style="list-style-type: none"> Dribble and turn using different parts of the foot. Develop the different techniques for dribbling and turning. <p>Implement the above in SSGs</p>	<ul style="list-style-type: none"> Dribble and turn using different parts of the foot. Develop the different techniques for dribbling and turning. <p>Implement the above in SSGs</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG's.</p>	<ul style="list-style-type: none"> Apply the basic principles of tackling (jockeying) <p>Apply the principles of defending during SSG's</p>
<u>Active start</u>	One ball each – football aerobics	Gates game	One ball each – football aerobics	Pass and move in pairs using gates	One ball between two – Jockeying practice. Can you get the ball in 30 second	One ball each – sharks game	One ball between two – Jockeying practice. Can you get the ball in 30 seconds?
<u>Lesson content</u>	<p>Pupils move around dribbling at different speeds and are asked to use different parts of the foot to move and control the ball</p> <p>How do we do this? – pupils demo's</p> <p>Can we change direction? Pupils have to change direction on the whistle.</p> <p>Games:</p> <p>Dribble King/Queen – each player has a ball and must knock another player's ball away (knockout game). The last person left is the King/Queen</p>	<ul style="list-style-type: none"> Line football – players score by dribbling into designated/marked area at the end of each pitch (pitch 2) <p>Wee jinky game – Same as line football but there is an area in front of each goal where the defending team can pass. In the middle area they can only dribble but players are allowed to take over from each other (pitch 1). Player in passing area cannot stop a player scoring through a dribble.</p>	<ul style="list-style-type: none"> Line football – players score by dribbling into designated/marked area at the end of each pitch and one nil game for pitch 1. <p>Inter Milan game with pupils dribbling through gates to score followed by 1 nil game.</p>	<p>Pitch 1 (developing group)</p> <ul style="list-style-type: none"> Inter Milan game with passing through or dribbling through larger gates to score. 1 Nil game with 2 goals at either end of the pitch. <p>Pitch 2 (more advanced)</p> <ul style="list-style-type: none"> inter Milan game with pupils dribbling or passing 	<p>Games: 3 teams of 5-6 pupils (team waiting are allowed one ball to pass on the floor outside the pitch)</p> <ul style="list-style-type: none"> One nil game. Pupils are only allowed to be one goal ahead. Once in front they try to play keep ball whilst the opposition try to press and get the ball back. (Anthony's pitch play with extra goals). Pressing game – if you get the ball 	<p>1v1 tackling. Demo and practice for jockeying. Pupils have to close down space and prevent their opponents from going over the end line.</p> <p>Games:</p> <ul style="list-style-type: none"> Pressing game – pupils must try and win the ball back in the opponents half of the pitch and apply the principles of Jockeying. <p>Continuous football (if time allow)</p>	<p>Games:</p> <ul style="list-style-type: none"> One nil game. Pupils are only allowed to be one goal ahead. Once in front they try to play keep ball whilst the opposition try to press and get the ball back. Pressing game – if you get the ball back in the oppositions half of the pitch and score it's worth two goals (this scenario will need

	<p>Sharks – 4 selected pupils (sharks) must clear the area of fish (pupils) as quickly as possible by knocking their balls out.</p> <p>One nil game – pupils can only lead by one goal. Pupils are encouraged to dribble and take players on 1v1.</p>			<p>through gates to score.</p> <p>one nil game</p>	<p>back in the oppositions half of the pitch and score it's worth two goals.</p> <ul style="list-style-type: none">• At stage posts the games will be stopped to discuss how to defend as a team and what tactics to use (player to player marking and defending position)		<p>to be created)</p> <p>At stage posts the games will be stopped to discuss how to defend as a team and what tactics to use.</p>
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Athletics Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Nursery – (Athletics) Run, Skip, Hop, Jump

<u>Nursery</u>	<u>Can we listen, can we look and can we follow.</u>	<u>Can we run, skip, hop and jump</u>	<u>Can we run, skip, hop and jump</u>	<u>Jumping</u>	<u>Lunge and leap</u>	<u>Lunge and leap</u>	<u>Lunge and leap</u>
Successful pupils will	Practice running, skipping, hopping and jumping	Practice running, skipping, hopping and jumping	Practice running, skipping, hopping and jumping	<ul style="list-style-type: none"> • Jump and land on two feet. • Can jump taking off from one foot and land on two feet/two feet and land on one. • Can leap landing on one foot after the other. 	To bend and straighten knees with balance and core stability.	Jump from one foot to two feet and two feet to one foot.	Jump from one foot to two feet and two feet to one foot.
<u>Active start</u>	Move like me – follow me around the circle can you move like I do? Tall/small, wide/thin.	<ul style="list-style-type: none"> • Wake and shake warm up. 	<ul style="list-style-type: none"> • Jump and bounce and hop warm up. 	Walking along pathways making different shapes. Jump along pathways two feet to two feet.	Wake and jump and crouch	Walk/run around and find a hoop on teacher commands	Run around avoiding the beanbags. Make a tall shape; small shape and star shape on teacher commands.
<u>Lesson content</u>	<ul style="list-style-type: none"> • Can we run around the circle slowly and then quickly? • Can we run through the cones in a zig-zag? • Can we jump? In the river and on the bank game. • Can we hop? On the spot or around the room? • Can we skip together <p>Can we play the dots game</p>	<ul style="list-style-type: none"> • Balance on one foot (try both) • Swing our arms • March on the spot swinging, now swing arms. • Now push on feet and go quicker • Now walk and do quicker. Can we hop on the spot, can we hop around the room? • Can we run and pick up the cones quickly? • Can we jump over the line and land? 	<ul style="list-style-type: none"> • Squat and rise with a bean bag. • Swing our arms and march on the spot, can we move right arm/left leg and left arm/right leg? • As above, but can we be on our toes? • Now walk around the room and if we can start to skip. • Can we hop on the spot, can we hop around the room? • Can we catch a large ball? Teacher to throw to children (assessment check). 	<ul style="list-style-type: none"> • Speckled frog jumping. • Jump over ropes on the floor. Two feet to two feet/one foot to two feet/two feet to one foot. • Bubble jump – children try to jump and get the bubbles. • Wiggly snake. 	<p>Squirrels game. Each child chooses a hop as a home hoop. When I say go they need to run around collecting the bean bags acorns and put them in their hoop (match the colour).</p> <p>The children must bend knees to pick up and put down and not throw them.</p> <p>Jumping in and out of the hoop.</p> <p>Making shapes in the hoop.</p> <p>Travel to different hoops with hopping, skipping or jumping.</p>	<p>Jump and turn in your hoop. Step in and out of your hoop with a big step – left leg/right leg step.</p> <p>Jump and change to another hoop</p> <p><u>Bean bags and puddles game</u></p> <p>Children stand on one leg next to their bean bag. Lift one foot and jump to two feet over the puddle. Throw the bean bag and repeat.</p> <p><u>Hoops and puddles</u></p> <p>Hoops and bean bags laid around the room. Children jump into hoops and jump from one foot to two feet over the puddles (bean bags).</p>	<p>Jump over the small puddle – bean bag, with two feet to two feet.</p> <p>Now jump over the bean bags (small puddle) making either a tall shape, small shape or small shape (teacher commands).</p> <p>Now avoid the bean bags but jump over the dots (large puddle) running and take off from one foot to land on one foot or one foot to two feet.</p> <p>As above with shapes.</p> <p>Now jump two feet over the beanbags and one foot over the dots but make a shape after landing.</p>

Athletics Sequencing Reception - Running and chasing games.

Reception	Theme: Running, dodging and chasing games.	Theme: Running, dodging and chasing games	Theme: Running, dodging and chasing games	Theme: Running, dodging and chasing games	Theme: Running, dodging and chasing games (assessment 1)	Theme: Running, dodging and chasing games (assessment 2)
Successful pupils will.....	<ul style="list-style-type: none"> Dodge and run to avoid being tagged. Throw with one and two hands Stuck in the mud 	<ul style="list-style-type: none"> Dodge and run to avoid being tagged. <p>Throw with one and two hands</p>	<ul style="list-style-type: none"> Dodge and run to avoid being tagged. <p>Throw with one and two hands</p>	<ul style="list-style-type: none"> Dodge and run to avoid being tagged. <p>Throw with one and two hands</p>	<ul style="list-style-type: none"> Dodge and run to avoid being hit with the ball. <p>Throw with one and two hands</p>	<ul style="list-style-type: none"> Dodge and run to avoid being hit with the ball. <p>Throw with one and two hands</p>
Active start	Throw the dodgeball and chase	Ball skills, throw left/right/both hands. Roll and retrieve.	Ball skills, throw left/right/both hands. Roll and retrieve. Also include ball aerobics.	Ball skills, throw and catch, bounce and catch.	Throw, pat, roll, throw/catch and retrieve	Throw, pat, roll, throw/catch and retrieve
Lesson content	<ul style="list-style-type: none"> Ball tag – two chasers try to tag the rest with the ball. Pupils must dodge and evade being tagged. Give all children a chance to tag. <p>Tunnel of doom. 3 at a time children must run through the middle avoiding being hit by a</p>	<ul style="list-style-type: none"> Cats and mouse tag. Ball aerobics Ball tag (two taggers) chase and tag pupils who try to evade them. As above but now throw the ball. 	<ul style="list-style-type: none"> Ball tag (two taggers) with safe areas on the floor marked with circles. Kids can't be tagged in the safe area but can only stay in that area for 3 seconds. British bull dog type game with 3 taggers. If you 	<ul style="list-style-type: none"> Ball tag, stuck in the mud game. <u>Must throw the ball to get someone out.</u> Dodgeball type game. Pupils split into two groups. Those with the balls <u>must chase and throw the ball at the player to get them out.</u> 	<ul style="list-style-type: none"> Stuck in the mud dodgeball. Kids must throw the ball to get children out. Knockout dodgeball. 3-4 pupils are selected to get the pupils out as quickly as they can through throwing the ball. 	<ul style="list-style-type: none"> Stuck in the mud dodgeball. Kids must throw the ball to get children out. Knockout dodgeball. 3-4 pupils are selected to get the pupils out as quickly as they can through throwing the ball.

	ball. Area is small to start and increased once success is achieved	<ul style="list-style-type: none"> British bull dog type game with 3 taggers. If you get tagged you are out. <p>Tunnel of doom. Kids throw the ball at those trying to get through the Tunnel.</p>	get tagged you are out.	Tunnel of doom. Kids throw the ball at those trying to get through the Tunnel.	British bull dog type game. Pupils are out if they are touched with the ball from a throw or a tag.	British bulldog games in 3 teams. 2 go and one rest.	British bulldog games in 3 teams. 2 go and one rest.
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Athletics Sequencing Year 1 - Run, jump throw

<u>Year 1</u>	<u>Theme: Moving quickly</u>	<u>Theme: Running</u>	<u>Theme: Jumping</u>	<u>Theme: Throwing</u>	<u>Theme: Throwing (2)</u>	<u>Theme: Running quick as a team</u>	<u>Theme: Sports day practice</u>
Successful pupils will.....	<ul style="list-style-type: none"> Understand how to use their arms and legs to run fast. 	<ul style="list-style-type: none"> Work together as a team. Apply the principles of running fast from week 1 into various team/relay challenges. 	<ul style="list-style-type: none"> Experience various ways of jumping, hopping and skipping. 	<ul style="list-style-type: none"> Experience various ways of throwing various objects as far as possible. 	<ul style="list-style-type: none"> Experience various ways of throwing various objects as far as possible. 	<ul style="list-style-type: none"> Use their arms and legs in the way we discussed to make them quick individually and with a team. <p>Complete obstacle relays</p>	<ul style="list-style-type: none"> Practice the events for sports day.
<u>Active start</u>	<ul style="list-style-type: none"> North/South/East/West game 	<ul style="list-style-type: none"> Quick zoo. Flusher tag game. 	<ul style="list-style-type: none"> Cars game 	<ul style="list-style-type: none"> Blob tag. 	<ul style="list-style-type: none"> Overhead throw (large ball) – how do we do recap? 	<ul style="list-style-type: none"> Blob Tag 	<ul style="list-style-type: none"> Follow me wake and shake
<u>Lesson content</u>	<p>Ducks or crows – sit back to back and react to name call reaching safety line before your partner tags you.</p> <ul style="list-style-type: none"> Moving quickly – how do we do it? Explore through good and silly instructions. How do we move quickly? Walk, skip, run sideways, run backwards, RUN 	<p>Team work</p> <p>Recap</p> <ul style="list-style-type: none"> Running quick – how do we do it? Recap and practice <p>Get in groups</p> <ul style="list-style-type: none"> Relays using quoits 	<p>Hop, skip and jump warm. Pupils move around and move as directed</p> <p>How far can you</p> <p>Hop in 3 hops?</p> <p>Skip in three skips</p> <p>Jump in one big SLJ?</p>	<p>How far can you</p> <ul style="list-style-type: none"> Overhead or Chest push – how do we do? Practice In pairs and draw out the technique. <p>Hoops target game. WORK FROM</p>	<p>How far can you</p> <ul style="list-style-type: none"> Bean bag – how do we throw with one hand – draw out technique – stance and arm action. Hoops Targets. 	<p>How quick can you</p> <ul style="list-style-type: none"> Cars game for running. Relays with quoits – straight up and back. <p>Relays with obstacles – gradually increase the number</p>	<p><u>Quoit relay</u> (3 teams)</p> <p>One child at a time from each team (3 children racing) runs holding a quoit out to a cone around the cone and back. They then pass the quoit to the next child and go to the back of the line. The relay continues until everyone has had a</p>

	<p>FORWARDS!</p> <p>Which one is it?</p> <p>How do we move our arms and legs?</p> <ul style="list-style-type: none"> • Race quickly through the obstacle course. • Relays with quoits (if time) 	<ul style="list-style-type: none"> • Over under relay • Obstacle relay <p>Relay races</p>	<p>Practice above in pairs, watch your partner and mark the jump. Arrange pairs for challenge.</p> <p>SLJ mini competition.</p>	<p>SEATED TO FEET. EXPLORE!</p> <ul style="list-style-type: none"> • Bean bag – how do we throw with one hand – draw out technique – stance and arm action. Hoops Targets. • Change to the small soft ball and continue. <p>Finish with relays</p>		<p>and range of obstacles</p>	<p>go.</p> <p><u>Bean bag in the bucket</u></p> <p>Each child takes a turn at trying to throw their bean bag in one of the buckets.</p> <p>Each child has two turns and goes to the back of the line.</p> <p>Count the number of bean bags each team has got in the buckets</p> <p><u>Ball between legs race (relay)</u></p> <p>One child at a time from each team (3 children racing).</p> <p>Each child grips the ball between their legs (knees) and either waddles or hops forwards, around a cone and back.</p> <p>Once a child returns they pass the ball to the next person and go to the back of the line to sit down.</p> <p>The relay continues until everyone has had a go</p> <p><u>Obstacle race</u></p> <ul style="list-style-type: none"> • Line the 3 teams up • One child at a time from each team (3 children racing) run the course. <p><u>Obstacles</u></p> <ol style="list-style-type: none"> 1. The hoop.
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Stand in the hoop and put it over your head and back down.

2. The tunnel.
Crawl through the tunnel as quickly as possible.

3. The hoop.
Stand in the hoop and put it over your head and back down.

4. Sit down quickly at the finish

Egg & Spoon race

- Line the 3 teams up
- One child at a time from each team (3 children racing) runs holding a spoon with an egg on around the cone and back. They then pass the egg and spoon to the next child and go to the back of the line.
- The relay continues until everyone has had a go.
- If you have time, have

Athletics Sequencing Year 2 - Run, jump throw

<u>Year 2</u>	<u>Theme: Running</u>	<u>Theme: Running</u>	<u>Theme: Jumping</u>	<u>Theme: Throwing</u>	<u>Theme: Jump Multi event week</u>
Successful pupils will.....	<ul style="list-style-type: none"> Understand how to use their arms and legs to run fast. Apply the correct use of arms and legs to run fast. Understand how they should start a fast race from a standing start. <p>Apply the principles of running fast from a quick start.</p>	<ul style="list-style-type: none"> Work together as a team. Apply the principles of running fast from week 1 into various team/relay challenges. 	<p>Experience various ways of :</p> <ul style="list-style-type: none"> Jumping Hopping Skipping. 	<p>Experience various ways of throwing various objects as far as possible.</p>	<p>Compete in a series of mini athletics events.</p> <ul style="list-style-type: none"> Speed bounce Standing long jump
Active start	<ul style="list-style-type: none"> North/South/East/West game 	<ul style="list-style-type: none"> Quick zoo. 	<ul style="list-style-type: none"> Cars game 	<p>Blob tag.</p>	<p>Frozen Tag</p>
Lesson content	<ul style="list-style-type: none"> Hills and hollows <p>Ducks or crows – sit back to back and react to name call reaching safety line before your partner tags you.</p> <ul style="list-style-type: none"> Running quick – how do we do it? Explore through good and silly instructions. <p>Run</p> <p>Backwards, Sideways, High knees, No arms, On heels, On toes, Fist clenched, Hands pointed.</p> <p>Now race using the correct technique.</p> <p>How do we start fast when standing – explore.</p>	<p>Flusher tag game. If caught they kneel on one knee and put arm up to be as toilet handle to be flushed and released.</p> <p>Team work</p> <p>Recap</p> <ul style="list-style-type: none"> Running quick – how do we do it? Recap and practice <p>Get in groups</p> <ul style="list-style-type: none"> Relays using quoits Over under 	<p>Hop, skip and jump warm. Pupils move around and move as directed.</p> <p>How far can you</p> <p>Hop in 3 hops?</p> <p>Skip in three skips</p> <p>Jump in one big SLJ?</p> <p>Practice above in pairs, watch your partner and mark the jump. Arrange pairs for challenge.</p> <p>SLJ mini competition.</p>	<p>How far can you</p> <ul style="list-style-type: none"> Overhead or Chest push – how do we do? Practice In pairs and draw out the technique. Hoops target game. WORK FROM SEATED TO FEET. EXPLORE! Bean bag – how do we throw with one 	<p>How far can you</p> <ul style="list-style-type: none"> Speed bounce <p>Gold - 22</p> <p>Silver – 15</p> <p>Bronze - 10</p> <ul style="list-style-type: none"> Standing long jump <p>Gold – 1.30</p> <p>Silver - 1.10</p> <p>Bronze - 80cm</p> <p>Vertical jump</p> <p>Gold – 25</p> <p>Silver – 15</p>

	<p>From: seated, sideways, standing tall, getting low, feet to the side etc.</p> <p>Now race using the correct technique.</p> <p>If timerelays using quoits</p>	<p>relay</p> <ul style="list-style-type: none"> • Obstacle relay <p>Relay races</p>		<p>hand – draw out technique – stance and arm action.</p> <p>Hoops Targets.</p> <ul style="list-style-type: none"> • Change to the small soft ball and continue. <p>Finish with relays</p>	Bronze – 10cm
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Athletics Sequencing Year 3 - Run, jump throw

<u>Year 3</u>	Theme: running continuously	Theme: Travelling/running/running fast/starting fast	Theme: Throwing	Theme: Neurf ball	Theme: running – obstacle relays	Theme: Jumping competition
Successful pupils will.....	<ul style="list-style-type: none"> • Demonstrate the ability to sustain activity and run continuously without stopping for 3-5 minutes. 	Demonstrate the ability to run fast and sustain activity.	Demonstrate the ability to throw various objects as far as they can	Demonstrate the ability to throw the Neurf ball as far as they can with basic fundamental technique	Complete multi skills obstacle courses	Compete in a three event jumping competition to achieve their PB.
<u>Active start</u>	<ul style="list-style-type: none"> • Warm up will be completed as part of the run 	<ul style="list-style-type: none"> • Hills and hollows 	Throwing sponge balls (large) how do we do this? Tease out technique	Throwing a small foam cricket ball against the fence and collect. Tease out throwing technique.	Blob tag	Jumping warm up
<u>Lesson content</u>	<ul style="list-style-type: none"> • Children will be given a choice of running either 3 minutes or 5 minutes without stopping. Those 	<p>Line dodge</p> <p>Investigate how we run.....</p> <ul style="list-style-type: none"> • Walking relay – what is the difference between walking and 	<ul style="list-style-type: none"> • Throwing a large (sponge ball) as far as we can. Seated and then standing. Q&A about how far with 	<ul style="list-style-type: none"> • Individual practice looking at scaffolding the throwing technique. Can we hit the other wall? 	<p>Various obstacle relays building to include</p> <ul style="list-style-type: none"> • Hurdles • Hoops 	<p>Pupils will be split into 2 groups for a jumping competition. 3 way rotation.</p> <p>Events</p> <ul style="list-style-type: none"> • Vertical jump

	<p>aiming for the XC team or just to complete a more difficult challenge will attempt the 5 minute run.</p> <ul style="list-style-type: none"> Boys run 5 minutes Girls run 5 minutes Mixed 3 minute run <p>Fun tag games (sustaining movement)</p> <ul style="list-style-type: none"> Flusher tag Frozen tag Blob tag 	<p>jogging? (foot contact).</p> <ul style="list-style-type: none"> Jogging pyramid. What's the difference between walking and jogging? (feet leave the ground) Different ways of running, on heels, on toes, backwards, sideways. Which methods make us quick? Run fast – how do we do this? Practice with Q&A stage post How do we start fast? Practice with Q&A stage post Race – pb over short sprint Relays carrying quoits <p>If there is time introduce hurdles</p>	<p>each and the use of legs.</p> <ul style="list-style-type: none"> Throwing competition overhead starting with the large ball. Tease out the use of the body and arms combined with the legs. Move onto the small ball. How do we use our arms now? <p>Make the above into team competitions.</p>	<p>Q&A about technique.</p> <ul style="list-style-type: none"> Now introduce neurf ball. <p>Mini competition in groups with target distances.</p> <p>Make the above into team competitions.</p>	<ul style="list-style-type: none"> Speed bounce SLJ Zig – zag <p>Build these up gradually with different levels of complexity.</p>	<ul style="list-style-type: none"> SLJ SB <p>Use of legs and arms will be covered in the technique for the above events.</p> <p>Final at the end for each event.</p>
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Athletics Sequencing Year 4 – Run, Jump, Throw

<u>Year 4</u>	<p>Theme: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Running continuously</p>	<p>Focus: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Running Fast/starting fast</p>	<p>Theme: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Jumping (1)</p>	<p>Theme: use running, jumping, throwing and catching in isolation and in combination</p>	<p>Theme: use running, jumping, throwing and catching in isolation and in combination</p>	<p>Theme: Throwing – Foam javelin/Neurf</p>
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<p>Successful pupils will.....</p>	<ul style="list-style-type: none"> • Demonstrate the ability to sustain activity and run continuously without stopping for 3-5 minutes. 	<ul style="list-style-type: none"> • Learn and apply the principles of starting fast (standing start). 	<p>Demonstrate the ability to Hop, skip and jump individually and where possible together</p>	<p>Master the basic technique for jumping</p> <p>Some pupils may need to complete individual parts (hop skip or hop jump) or even a standing long jump where there is need.</p>	<p>Master the basic technique for jumping</p> <p>Some pupils may need to complete individual parts (hop skip or hop jump) or even a standing long jump where there is need.</p>	<p>Demonstrate how to throw different objects (one arm) as far as they can using good technique.</p> <p>Apply the throwing skills to a ball/Neurf ball/foam javelin throw.</p> <p>Some pupils will apply good technique to consistently throw further</p>
<p>Active start</p>	<ul style="list-style-type: none"> • Warm up will be completed as part of the run 	<ul style="list-style-type: none"> • Numbers game 	<ul style="list-style-type: none"> • Pyramid warm up 	<p>Blob tag</p>	<p>Flusher tag</p>	<p>Hills and hollows</p>
<p>Lesson content</p>	<ul style="list-style-type: none"> • Children will be given a choice of running either 3 minutes or 5 minutes without stopping. Those aiming for the XC team or just to complete a more difficult challenge will attempt the 5 minute run. • Boys run 5 minutes • Girls run 5 minutes • Mixed 3 minute run <p>Fun tag games (sustaining movement)</p> <ul style="list-style-type: none"> • Flusher tag • Frozen tag • Blob tag 	<p>Explore technique for running fast</p> <p>Now.....</p> <p>How do we run fast – explore.</p> <ul style="list-style-type: none"> • Sideways • Backwards • On heels • Straight legs • No arms • On toes • High knees • Driving arms • Practice technique • High knees • Leg flicks • Arm drive • RACE!!! <p>How do we start – explore</p> <p>Now practice opposite</p>	<p>Jogging and changing direction avoiding each other.</p> <ul style="list-style-type: none"> • Skip teacher direct and kids follow • Hop as above • Jump <p>Stand jump, measure (how do we do) distance</p> <p>Skip, how far can we get in 3-5 skips?</p> <p>Hop, how far can we hop?</p> <p>Can we hop, skip?</p> <p>Can we hop, skip and jump?</p> <p>How far can we hop, skip and jump?</p> <p>Measured STJ or beat the dots competition with STJ</p>	<p>Pupils move around jogging and avoiding each other and then follow the commands (linked to last week's lesson):</p> <ul style="list-style-type: none"> • Two feet to two feet • Jump from one foot to two feet • From one foot to the other foot • From one foot to the same foot <p>From two feet to one feet</p> <p>Pupils will work through the following as directed by the teacher (individually).</p> <ul style="list-style-type: none"> • Hop • Hop, Skip • Hop, skip, jump <p>Now try in pairs and give feedback</p> <p>Targets 2m (bronze)</p>	<p>From two feet to one feet</p> <p>Pupils will work through the following as directed by the teacher (individually).</p> <ul style="list-style-type: none"> • Hop • Hop, Skip • Hop, skip, jump <p>Now try in pairs and give feedback</p> <p>Targets 2m (bronze) 3m (Silver) 4m (gold)</p>	<ul style="list-style-type: none"> • Throwing the small sponge balls against the fence. How do we do? • The technique for throwing will be drawn out through throwing against a fence. • Pupils progress to being lined up and throwing towards the end of astro-turf • Throw for height how do we do? • Throw for distance, how do we do? <p>Competition foam javelin/Neurf Target distances</p> <p>Gold – 11m</p> <p>Silver – 8m</p> <p>Bronze – 5m</p>

		arm/leg, weight on toes and forwards, head down. Timed Sprint race. P.B!		3m (Silver) 4m (gold)		
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Athletics Sequencing Year 5 – Run, Jump, Throw

Year 5	Theme: Use running , jumping, throwing and catching in isolation and in combination Focus: running (endurance) and team work	Theme: Use running , jumping, throwing and catching in isolation and in combination. Running fast	Theme: Use running, jumping , throwing and catching in isolation and in combination Focus - Standing long jump/speed bounce	Theme: Use running, jumping , throwing and catching in isolation and in combination Focus: Jumping – Triple jump	Theme: Use running, jumping, throwing and catching in isolation and in combination Focus: Throwing – foam javelin	Theme: Use running, jumping, throwing and catching in isolation and in combination Focus: Throwing – Nerf ball (2)	Theme: Use running , jumping, throwing and catching in isolation and in combination Focus: Relays
Successful pupils will	<ul style="list-style-type: none"> Run continuously for a selected period of time (endurance) Understand and apply the principles of working co-operatively in a team. 	<ul style="list-style-type: none"> Demonstrate different methods of starting to run, running and sprinting. Demonstrate good technique using arms and legs to drive forwards. <p>Demonstrate how to start low and drive using arms and legs.</p> <ul style="list-style-type: none"> Move and follow teacher instructions. 	<ul style="list-style-type: none"> Explore and complete a series of standing long jumps. <p>Compete in the speed bounce.</p> <ul style="list-style-type: none"> Running and jumping, hop, skip, jump. 	<ul style="list-style-type: none"> Complete standing triple jump. 	<ul style="list-style-type: none"> Throw using one fast arm whilst splitting feet to create power from the legs/body. Some pupils will demonstrate a power position whilst throwing using a consistently fast arm. 	<ul style="list-style-type: none"> Throw using one fast arm whilst splitting feet to create power from the legs/body. Some pupils will demonstrate a power position whilst throwing using a consistently fast arm. <p>Compete in a throwing competition.</p>	<ul style="list-style-type: none"> Understand and apply the principles of working co-operatively in a team. Apply the basic principles of relay with batons. Working in a team
Active start	<ul style="list-style-type: none"> 	Hills and hollows.	Hop, jump and skip moving on teachers' commands.	Jog around in space and work through the following <ul style="list-style-type: none"> One foot to two feet One foot to the other foot One foot to the same foot. 	<ul style="list-style-type: none"> Throwing small sponge ball. Throw against a wall, down then up. 	General arm rotations and jogging warm up.	Taks..... Order yourself <ul style="list-style-type: none"> Tallest to smallest Alphabetical order forename/surname

<p>Lesson content</p>	<p>Pupils select the endurance run they can do without stopping 1,2 or 3 minutes.</p> <p>Order yourself</p> <ul style="list-style-type: none"> Tallest to smallest Alphabetical order forename/surname Under over relays in teams of 4/6 <p>Both the above with practice and then competition. If there is time the following will be completed.</p> <ul style="list-style-type: none"> Obstacle course relay Tick or tag relay <p>Baton change over relays</p>	<p>How do we run? And run fast. Teacher guided discovery linked to last year.</p> <ul style="list-style-type: none"> Start practice. Start and sprint practice. <p>Sprint set distance with incline finish one at a time. Record times</p>	<p>Standing long jump – recap technique.</p> <p>Mini competition.</p> <p>Half complete standing long jump whilst the other half complete the speed bounce.</p> <p>1m = bronze 1.40 = Silver 170+ = Gold</p> <p>Speed bounce</p> <p>20 = bronze 30 = Silver 35+ = Gold</p>	<p>In one long line complete the following</p> <ul style="list-style-type: none"> Hop and skip Hop, skip and jump. <p>Half complete the SLJ whilst others complete the VJ</p> <p>Measure and record distances.</p> <p>Bronze 3M Silver 4M Gold 5M</p> <p>VJ</p> <p>Bronze 15 Silver 25 Gold 35</p>	<p>Q&A on height of release</p> <ul style="list-style-type: none"> Group lines throwing tennis balls and collect – how far? <p>Tease out the technique through this practice.</p> <p>Key points:</p> <p>Stance/grip/arm action/body action.</p> <p>Introduce nerf balls (emphasise grip)</p> <p>Mini throwing competition using nerf balls.</p> <p>Bronze 8m Silver 12M Gold 18m (full competition next week)</p>	<ul style="list-style-type: none"> Practice throw looking at grip and stance. <p>Mini throwing competition using nerf balls.</p> <p>Bronze 8m Silver 12M Gold 18m Super Gold 24m</p>	<ul style="list-style-type: none"> Under over relays in teams of 4/6 Bench relay. <p>Both the above with practice and then competition.</p> <ul style="list-style-type: none"> Obstacle course relay Tick or tag relay <p>Baton change overs relays</p>
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Athletics Sequencing Year 6 - Successful pupils will

Year 6	Theme: Use running , jumping, throwing and catching in isolation and in combination Focus: Endurance running/Relays	Theme: Use running, jumping, throwing and catching in isolation and in combination Focus: Throwing – foam javelin	Theme: Use running, jumping, throwing and catching in isolation and in combination Focus: Throwing – nerf javelin	Theme: Use running, jumping, throwing and catching in isolation and in combination Focus: Jumping – Triple jump	Theme: Use running, jumping , throwing and catching in isolation and in combination Focus: Jumping competition	Theme: Use running , jumping, throwing and catching in isolation and in combination Focus: Running fast Successful pupils will		
Successful pupils will	<ul style="list-style-type: none"> Run continuously for a selected period of time (endurance) Understand and apply the principles of 	<ul style="list-style-type: none"> Throw using one fast arm whilst splitting feet to create power from the legs/body. Some pupils will demonstrate a 	<ul style="list-style-type: none"> Throw using one fast arm whilst splitting feet to create power from the legs/body. Some pupils will demonstrate a 	<ul style="list-style-type: none"> Explore and complete a series of co-ordination jumps. Complete standing triple jump. 	Complete 3 different SHA jumping events.	<ul style="list-style-type: none"> Demonstrate different methods of starting to run, running and sprinting. Demonstrate 		

	working co-operatively in a team.	power position whilst throwing using a consistently fast arm.	power position whilst throwing using a consistently fast arm.			good technique using arms and legs to drive forwards. Demonstrate how to start low and drive using arms and legs. <ul style="list-style-type: none"> Move and follow teacher instructions. 		
Active start	Pupils select the endurance run they can do without stopping 1,2 or 3 minutes.	<ul style="list-style-type: none"> Throwing small sponge ball. Throw against a wall, down then up. Q&A on height of release 	<ul style="list-style-type: none"> Throwing small sponge ball. Throw against a wall, down then up. Q&A on height of release 	Jog around in space and work through the following <ul style="list-style-type: none"> One foot to two feet One foot to the other foot One foot to the same foot. 	General arm throwing warm up.	Hills and hollows.		
Lesson content	<p>Order yourself</p> <ul style="list-style-type: none"> Tallest to smallest Alphabetical order forename/surname Under over relays in teams of 4/6 <p>Both the above with practice and then competition. If there is time the following will be completed.</p> <ul style="list-style-type: none"> Obstacle course relay Tick or tag relay <p>Baton change over relays</p>	<ul style="list-style-type: none"> Group lines throwing tennis balls and collect – how far? Tease out the technique through this practice. Key points: Stance/grip/arm action/body action <p>Mini throwing competition using nerf balls.</p> <p>Bronze 6m Silver 12M Gold 18m</p>	<ul style="list-style-type: none"> Group lines throwing Neurf Ball. Recap the technique through this practice including the grip. Key points: Stance/grip/arm action/body action <p>Mini throwing competition using nerf balls.</p> <p>Bronze 8m Silver 14M Gold 22 m</p>	<p>In one long line complete the following</p> <ul style="list-style-type: none"> Hop and skip Hop, skip and jump. <p>Mini competition in pairs, use dots to mark and challenge each other.</p> <p>Measure and record distances.</p> <p>Bronze 3M Silver 4M Gold 5M</p>	<ul style="list-style-type: none"> Jumps competition. Pupils will rotate around the following events: Standing Long Jump Standing Triple Jump Speed bounce <p>Gold silver and bronze stickers for individual success and overall jumps champion in each group.</p>	<ul style="list-style-type: none"> How do we start, teacher guided discovery developing into standing start. The standing start will be used in the sprint race to follow. Sprint race from the cage to the kitchen. How quick can we run? <p>Relays, various.</p>		

Gymnastics Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Nursery Gym moves 1 & 2

<u>Nursery</u>	<u>I can travel</u>	<u>I can travel</u>	<u>I can roll and travel</u>	<u>I can roll and travel</u>	<u>I can balance, roll and travel</u>	<u>I can climb</u>	<u>I can climb</u>
Successful pupils will	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping , sliding and hopping .	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling , crawling, walking, running, jumping, skipping, sliding and hopping.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling , crawling, walking, running, jumping, skipping, sliding and hopping.	Can stand momentarily on one foot when shown. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
<u>Active start</u>	Move like a? – baby crawling, snake, kangaroo, bear, nursery child!	In the river on the bank game.	Running, jumping and landing from last week over ropes.	Jump, twist and roll from last week	Squat and retrieve games with bean bags.	Move like a bean!	Move like a bean!
<u>Lesson content</u>	Move forwards, sideways and backwards. Walk towards an object, away moving backwards and away moving sideways. How do we move our feet? Can we follow the leader of the train? Going on a bear hunt! Try to play music for the story and get the	Kangaroo jumping – jump like a kangaroo over the dots. Walk/run and jump from two feet to two feet over the dots. Run and jump to land on two feet over the dots. Hop on the spot, can we do it on both feet? Can we move and hop?	Moving tall and small shapes. Can we be a ball (squirrel sleeping in winter?) Crawl Slither/slide Twist and turn Jump and twist/turn Roll like a pencil	Move like a.....? and making shapes. Jump and twist/turn Roll like a pencil Roll sideways in a ball	Jump and land Jump and land from foam beam. Jump, land and collect. Climb on and jump off Now combine the above with twisting/turning and rolling.	Mini gym course Equipment set to allow children to move freely and explore climbing on and over equipment whilst moving in different ways.	Mini gym course Equipment set to allow children to move freely and explore climbing on and over equipment whilst moving in different ways.

	children to do the various actions.	Can we hop over something? Marching using alternate arm/leg Can we skip? Around the work area?	Roll sideways in a ball				
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Gymnastics Sequencing Reception

Reception	Theme: Travelling	Theme: Travelling/balance	Theme: Travelling/balance/rotating	Theme: Rotation and balance – mini sequence	Theme: Rotation and taking weight on arms	Theme: completing a mini gymnastics course (1)	Theme: completing a mini gymnastics course (2) whole group
Successful pupils will	<ul style="list-style-type: none"> Travel in different various ways Experience a range of movement at different heights and speeds whilst travelling 	<ul style="list-style-type: none"> Travel in various ways <p>Experience a range of movement at different heights and speeds whilst travelling.</p>	<ul style="list-style-type: none"> Rotate in various ways Learn to forward roll <p>link 1 Travel, balance and rotation movement – dependent on time</p>	<ul style="list-style-type: none"> Complete a half turn jump, log roll and forward roll with/without support <p>Extension add rolling to travelling and balancing</p>	Complete a forwards roll with/without support	<u>Climb, balance, Jump and land</u> On/under/over and through beams/benches with various heights and angles matched to children.	<u>Climb, balance, Jump and land</u> On/under/over and through beams/benches with various heights and angles matched to children
Active start	Wake and shake. From a small position like a little hiding mouse the pupils will be asked to gradually wake up and stretch into a tall pencil shape. Jumping on the spot and turning.	<u>Travel</u> – pupil will demonstrate and instruct through the following travelling movements around the hall and on their individual mats (from last week).	<u>Travel</u> - On the bank/in the river	<u>Travel</u> – general warm up following the teacher (pulse raiser) include star jump and tuck	<u>Travel</u> – general warm up following the teacher (pulse raiser)	<ul style="list-style-type: none"> <u>Travel</u> – general warm up following the teacher (pulse raiser) 	<ul style="list-style-type: none"> <u>Travel</u> – general warm up following the teacher (pulse raiser)
Lesson content	<p><u>Travel</u> – pupil will demonstrate and instruct through the following travelling movements around the hall and on their individual mats.</p> <ul style="list-style-type: none"> In the river, on the bank. Minefield travelling game. (running) <p>Stepping, Running, Jumping (like a kangaroo), hopping Forwards – around the hall.</p> <p>Backwards, Sideways, Slithering and sliding (like a snake) Twisting & Turning.</p>	<p><u>Travel</u> Backwards, Sideways, running, Slithering & Sliding, Twisting & Turning, hopping and jumping. Introduce skipping.</p> <p>Pupils will work through the following balance movements with guidance.</p> <p><u>Balance</u></p> <p>Toes, One foot, 4 points of contact (front/back support), 3 points of contact.</p> <p><u>Balance on a bench</u></p> <p>Walking on a bench full or beam surface. This will be very teacher directed with examples and I do, we do.</p>	<p><u>Balance</u> - follow the teacher balance on toes, One foot, 4 points of contact (front/back support), 3 points of contact.</p> <p>Pupils will work through the following rotation movements with guidance.</p> <p><u>Rotation</u></p> <p><u>Work through with the teacher guiding.</u></p> <p>Half turn/full turn jumps</p> <p>Log roll</p> <p>If time these will be linked with a bench used for balance following teacher, hop, balance on a bench, jump and land followed by a roll</p> <ul style="list-style-type: none"> Frog jumping 	<p><u>Balance</u> and bounce exercises</p> <p>Pupils will work through the following balance movements with guidance.</p> <p><u>Rotation</u></p> <p>Half turn jump/Side/log roll</p> <p>Forward roll – formal teaching one by one and then practice on mats</p> <p>Forward roll – formal teaching. Frog position, look at toes, rock and push with the legs.</p> <p>A soon as they are safe they will roll across the mats and</p>	<p><u>Balance</u></p> <ul style="list-style-type: none"> dish/banana/dish Front support/Back support <p><u>Rotation</u></p> <p>Frog jumps/rocking in a ball/rocking and rolling – individual mats.</p> <p>Supporting weight on arms –</p> <ul style="list-style-type: none"> Hold on a rope Bunny hop <p>Mini course to include rolling, balancing, taking weight on arms.</p>	<p><u>Inversion</u></p> <p>Bunny hop Kicks</p> <p>Mini course set to include all aspects we have been working on.</p> <p><u>Climb, balance, Jump and land</u></p> <p>On/under/over and through beams/benches with various heights and angles matched to children.</p> <p>Introduce the use of the climbing frames as part of the course. This will be a whole group activity this week. Children will get a set amount of time on each piece.</p>	<p>Mini course set to include all aspects we have been working on.</p> <p><u>Climb, balance, Jump, land and roll</u></p> <p>On/under/over and through beams/benches with various heights and angles matched to children.</p> <p>Introduce the use of the climbing frames as part of the course. This will be a whole group activity this week. Children will get a set amount of time on each piece.</p>

	Extension work – if time we will finish with jump and land from benches.		<ul style="list-style-type: none"> • Rock in a ball (tucked) with chin on chest • From frog position rock and push in a tucked position to roll (teacher supported) 	add a move - balance and either tuck/star jump finish			
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Gymnastics Sequencing Year 1 (1)

<u>Year 1</u>	Theme: Travel and balance	Theme: Travel, balance & Rotation (1)	Theme: Travel, balance & Rotation (2)	Theme: balance & Rotation	Theme: inversion & balance	Theme: Mini sequence, Travel, balance, Rotation & inversion 2
Successful pupils will	<ul style="list-style-type: none"> • Travel in various ways • Balance on different parts of the body and with different points of contact. 	<ul style="list-style-type: none"> • Rotate and roll in various ways • Complete a mini sequence with travel, rotation and balance using a beam. 	<ul style="list-style-type: none"> • Rotate and roll in various ways • Complete a mini sequence with travel, rotation and balance. 	<ul style="list-style-type: none"> • Complete a mini sequence with travel, rotation and balance. 	<ul style="list-style-type: none"> • Demonstrate at least one method of inversion in gymnastics • Complete a mini sequence with inversion, travel, rotation and balance. 	<ul style="list-style-type: none"> • Demonstrate at least one method of inversion in gymnastics. • Select 2-3 balances they can do

						<ul style="list-style-type: none"> Complete a mini sequence with inversion, travel, rotation and balance.
Active start	Warm up - In the river on the bank	Warm up - Crocodile's game. Start and finishing position or forwards, backwards, sideways jumping square.	Warm up - Dish, banana, dish.	Warm up - Balance and Rotation warm ups on individual mats.	Warm up - Individual mat warm ups – show me a balance you remember. Now show me a forwards or side roll.	Warm up - Line warm ups across the mat rolling, shoulder stands and bunny hop kicks.
Lesson content	<ul style="list-style-type: none"> Travelling around the mats – teacher gives instructions and children travel using different methods. Forwards, Backwards, Sideways, Stepping, Sliding, Twisting, Turning, Running, Jumping. Balancing on different parts of the body (Lifting one foot whilst standing/front support/back support) Toes, One foot, 4 points of contact (front/back support), 3 points of contact 	<ul style="list-style-type: none"> Recap our balances (front support/back support) from last week – introduce the concept of still, stretched and held for 3 seconds. Pupil examples and some of my examples to follow. Teacher to add some balances Rotation – what is it? Q&A - half turn/full turn/log roll/forward roll. Recap and practice with technique focus. Can we do 3- 5 different movement on our mat and count as we do them? Teacher give an example and children follow. Mini sequence (teacher lead) to include travel, balance and rotation. Emphasise the start and finishing position. Independent work on travelling, rolling and balancing Small groups withdrawn to teach the forward roll – as soon as they can do they are put back into their sequence. Display work (all) 	<ul style="list-style-type: none"> Recap our balances (front support/back support) from last week – Develop the concept of still, stretched and held for 3 seconds. Teacher to add some balances. Rotation – forward roll recap and development Balancing can we balance on a. two feet and one arm b. two arms and one foot extension – one arm and one leg Can we do 3- 5 different movement on our mat and count as we do them? Teacher give an example and children follow. Mini sequence (teacher lead) to include travel, balance and rotation. Emphasise the start and finishing position. Independent work on travelling, rolling and balancing Small groups withdrawn to teach the forward roll – as soon as they can do they are put back into their sequence. Display work (all) 	<ul style="list-style-type: none"> Recap and develop balance vocabulary. They must be still, stretched and held for 3 seconds. <u>Balance sheet</u> Can you do 3 balances on my sheet which are still, stretched and held for 3 seconds? Mini sequence to include travel, balance and rotation. Emphasise the start and finishing position, Small groups withdrawn to teach the forward roll – as soon as they can do they are put back into their sequence. 	<ul style="list-style-type: none"> Balance recap – which 2 can you hold still/stretched and for 3 second Intro the idea of inversion – shoulder stand and bunny hop kicks. Mini sequence to include inversion, travel, balance and rotation. Emphasise the start and finishing position. Extend some with kick one to for handstand. Small groups withdrawn to teach the forward roll – as soon as they can do they are put back into their sequence. 	<ul style="list-style-type: none"> Balances, show, watch and pupils do. Emphasise – still, stretched and held for 3 seconds. Mini sequence to include inversion, balance and. Emphasise the start and finishing position. Extend some with kick one two for handstand. Small groups withdrawn for one on one support.

Gymnastics Sequencing Year 1 (2)

<u>Year 1</u>	Theme: Balance on a raised bench with flight and landing (1).	Theme: Balance on a raised bench with flight and landing. (2)	Theme: Link moves in a sequence using apparatus	Theme: Assessment practice using larger gymnastic area with ropes.	Theme: Assessment (1)	Theme: Assessment (2)
Successful pupils will	<ul style="list-style-type: none"> Balance along a raised bench Dismount from a platform (jump) and land under control (extension tuck – jump). <p>Include the above in their mini sequence.</p>	<ul style="list-style-type: none"> Balance along a raised bench Dismount from a platform (jump) and land under control (extension star/tuck – jump) <p>Include the above in their mini sequence.</p>	Continue to transfer individual moves from the floor onto apparatus whilst increasing the number of moves.	<ul style="list-style-type: none"> In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform some twisting and turning movements whilst taking weight on your hands. You can safely move appropriate equipment when asked. 	<ul style="list-style-type: none"> In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform some twisting and turning movements whilst taking weight on your hands. You can safely move appropriate equipment when asked. 	<ul style="list-style-type: none"> In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform some twisting and turning movements whilst taking weight on your hands. You can safely move appropriate equipment when asked.
Active start	Warm up - Bench balancing and platform dismounts (jumps) include rolling and bunny hop kicks during cycles of work.	Warm up - Bench balancing and platform dismounts (jumps) include rolling and bunny hop kicks during cycles of work.	Warm up cycle. 1. Jumping, landing and rolling 2. Jumping landing and bunny hop or kick 1-2, 3. jumping landing and balancing (still, stretched and 2-3 seconds)	Warm up cycle. 1. Jumping, landing and rolling 2. Jumping landing and bunny hop or kick 1-2, 3. jumping landing and balancing (still, stretched and 2-3 seconds)	Warm up cycle. 1. Jumping, landing and rolling 2. Jumping landing and bunny hop or kick 1-2, 3. jumping landing and balancing (still, stretched and 2-3 seconds)	Warm up cycle. 1. Jumping, landing and rolling 2. Jumping landing and bunny hop or kick 1-2, 3. jumping landing and balancing (still, stretched and 2-3 seconds)
Lesson content	<p>Now add to the warm up</p> <ul style="list-style-type: none"> Selected balances from the cards we can do meeting the 3 criteria (still, stretched and held for 3 seconds). The sequence will be as follows: <p>Balance along raised bench, jump to controlled landing,</p>	<p>Now add to the warm up</p> <ul style="list-style-type: none"> Selected balances from the cards we can do meeting the 3 criteria (still, stretched and held for 3 seconds). The sequence will be as follows: <p>Balance along raised bench,</p>	<ul style="list-style-type: none"> Sequence rotation (emphasise an appropriate start/finish) Balance along beam (head up and hands out) Dismount with a jump extending to tuck where possible (group 1) 	<ul style="list-style-type: none"> Sequence rotation (emphasise an appropriate start/finish) Balance along beam (head up and hands out) Dismount with a jump extending to tuck where possible (group 1) 	<ul style="list-style-type: none"> Sequence rotation (emphasise an appropriate start/finish) Balance along beam (head up and hands out) Dismount with a jump extending to tuck where possible (group 1) Twist followed by Forwards roll 	<ul style="list-style-type: none"> Sequence rotation (emphasise an appropriate start/finish) Balance along beam (head up and hands out) Dismount with a jump extending to tuck where possible (group 1) Twist followed by Forwards roll

	<p>forward roll, balance card, forward roll, bunny hop kick, balance card and roll.</p> <p>Check –</p> <p>Balance along bench, two foot take off to two foot landing,</p> <p>Forward roll to standing up tall between rolls.</p>	<p>jump to controlled landing front support/ back support, balance card, forward roll, , bunny hop kick and jump into hoop to finish.</p>	<ul style="list-style-type: none"> • Front support (side support extension group 1 or 2) • Half Twist followed <ul style="list-style-type: none"> • Balance card • Bunny hop kick • Forward roll <p>Jump into hoop to finish under control</p>	<ul style="list-style-type: none"> • Half Twist • Balance card • Bunny hop kick • Forward roll <p>Jump in hoop to finish under control</p>	<ul style="list-style-type: none"> • Balance card (Front support) • Rope or ladder (3 seconds hold) • Bunny hop kick • Balance card <p>Jump in hoop to finish under control</p>	<ul style="list-style-type: none"> • Balance card (Front support) • Rope or ladder (3 seconds hold) • Bunny hop kick • Balance card <p>Jump in hoop to finish under control</p>
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Gymnastics Sequencing Year 2 (1)

<u>Year 2</u>	Theme: Inversion Taking weight on arms/balance – floor work and bench work (1)	Theme: Inversion Taking weight on arms/balance – floor work and bench work (2)	Theme: Inversion Taking weight on arms/balance – floor work and bench work (3)	Theme: Inversion Taking weight on arms/balance – floor work and bench work (4)	Theme: Inversion development (handstand or bunny hop kick)	Theme: Inversion development (handstand or bunny hop kick) and mini sequence	Theme: Flight
Successful pupils will	<ul style="list-style-type: none"> • Take weight on arms. <p>Take weight on</p>	<ul style="list-style-type: none"> • Take weight on arms. <p>Take weight on arms using apparatus (bench and</p>	<ul style="list-style-type: none"> • Take weight on arms. • Take weight on arms using 	<ul style="list-style-type: none"> • Take weight on arms. • Take weight on arms using 	<ul style="list-style-type: none"> • Complete either a bunny hop kick or handstand • Complete balances 	<ul style="list-style-type: none"> • Complete either a bunny hop kick or handstand • Complete balances 	<ul style="list-style-type: none"> • Perform a tuck, pike, straddle or half turn from a platform (some will perform

	arms Travelling around the mats – teacher commands	ropes) Bunny hop over the beam/bench (Extension – bench) Shoulder stand,	apparatus	apparatus	which are still, stretched and held for 3 seconds (selected) Complete an independent mini sequence	which are still, stretched and held for 3 seconds (selected) Complete an independent mini sequence	all). • Rotating and travelling warm ups including inversion.
Active start	Warm up - Dish banana, dish game	Warm up - Font support/back support/side support on mats and benches Front support/back support recap still stretched and held for 3 seconds.	Warm up - Complete a bunny hop kick or a kick one/two preparation for handstand	Warm up - Complete a bunny hop kick or a kick one/two preparation for handstand	Warm up - Follow me and balance.	Warm up - Forward rolls, Bunny hop kicks and handstands with large landing mat for the final attempt (straight leg stickers!!)	Warm up – rolls finishing in Tuck/pike/straddle position – some difficulty
Lesson content	Work through the following to recap the previous movements. These will then be transferred to a bench if possible (where applicable). Shoulder stand, Front support/back support Extension - Now use a bench to place feet on for a front support or back support (only if they have good technique for front and back support) Bunny hop over the beam (Extension – bench) Bunny hop kicks – extension - kick one/two to handstand legs. Introduce turning Kick one/two - Stretch to handstand	Front support on platforms – differentiate the height they are using. The flatter and extended they are the higher the platform. Bunny hop kicks (all) – extension - kick one/two to handstand legs. Extension with individual children with one to one support. Kick one/two - Stretch to handstand with teacher support. Other children complete a mini sequence (roll, travel, bunny hop kick)	Shoulder stand. Front support/back support using bench or platform. Emphasise being still/stretched/hold for 3 seconds. Link front support with forward roll and a good start and finish. Now link with back support and half twist and forwards roll. Bunny hop kicks over the bench followed by forwards rolls. Bunny hop kicks (all) – extension - kick one/two to handstand legs. Extension with individual children with one to one support. Kick one/two - Stretch to handstand with teacher support. Other children complete a mini sequence (roll, hop, front support or back support. bunny hop kick)	Bunny hop kicks on individual mats. Extension – split feet and kick one/two with straight legs. This will progress into 4-6 groups moving across the mat Extension with individual children with one to one support. Kick one/two - Stretch to handstand with/without teacher support (large mat for landing). Balances – how can we balance on a. one leg b. one arm/one leg c. two arms and one leg d. two legs and one arm? Emphasis on still/stretched/hold for 3 seconds. Now complete a mini sequence of 5 moves I know. Could use roll, hop, front support or back support. Bunny hop kick.	Balance recap – still, stretched and held for 3 seconds. I do, you do (follow teacher examples) Balance cards (progressively more difficult) Independent learning for children Now complete a mini sequence of 5 moves you know. Could use: Travelling, forward rolls, back/front support, balances and bunny hop kick/handstand. Repeat next week! Display work to others.	Balance questions – what 3 things make a good balance? Now complete a mini sequence of 5 moves you know. Could use: Travelling, forward rolls, back/front support, balances and bunny hop kick/handstand. Display work to others.	Mini gymnastics course. Emphasis on flight from apparatus (extension - tuck, pike straddle, half turn from the platform) Can we balance on a bench? Can we Bunny hop over the bench? Spent longer on recap and development from last year. Mini gymnastic course demonstrating balance, flight, rotation and inversion. Sequence demo's at stage posts

Gymnastics Sequencing Year 2 (2)

<u>Year 2</u>	Theme: Flight 2	Theme: Sequence with inversion focus on the floor	Theme: Sequence with inversion and balance focus on the floor (extend to apparatus for some)	Theme: Sequence with inversion and balance focus on the floor (extend to apparatus for some)	Theme: Sequence focusing on flight/balance development and taking weight on arms	Theme: Sequence development – supporting weight on large surfaces	Theme: Sequence development – supporting weight on large surfaces (2) development of balance and sequence work
Successful pupils will	Perform a tuck, pike, straddle or half turn on platform, from a platform or on the floor	Perform a mini sequence which demonstrates Travel, balance, rotation and inversion on/off apparatus.	Perform a mini sequence which demonstrates Travel, rotation balance and inversion on/off apparatus.	Perform a mini sequence which demonstrates Travel, rotation balance and inversion on/off apparatus	Perform a mini sequence which demonstrates Travel, rotation balance and inversion on/off apparatus.	Perform a mini sequence which demonstrates supporting weight on large surfaces , Travel, rotation balance and inversion on/off apparatus	Perform a mini sequence which demonstrates supporting weight on large surfaces , Travel, rotation balance and inversion on/off apparatus.
Active start	Tuck/pike/straddle position – warm up positions and recap on the floor.	Inversion recap – shoulder stand then onto bunny hop kicks, kick one two and developing into handstand with or without support where possible.	Balance recap to include Inversion – shoulder stand then onto bunny hop kicks, kick one two and developing into handstand with or without support where possible. Balances will be from balance sheets	Balance warm ups along the mat selecting from the sheets. Emphasis on still, stretched and held for 3 seconds.	Warm up flight and landing (tuck – extension straddle/pike). Mat work is for bunny hop or kick one/two for handstand.	Warm up - supporting weight on large surfaces on platforms/flight and landing (tuck – extension straddle/pike/half turn). Mat work is for bunny hop or kick one/two for handstand. Focus on quality of moves this week.	Warm up - supporting weight on large surfaces on platforms/flight and landing (tuck – extension straddle/pike/half turn). complete the balance sheet on the platform.
Lesson content	<p>Mini gymnastics course. Emphasis on flight.</p> <p>Pupils can complete the following from the platform or on the floor, tuck, star or straddle.</p> <p>Mini gymnastic course demonstrating balance, flight, rotation and inversion.</p> <p>Can we balance on a bench? Pupils to select one two or three points of contact.</p> <p>Can we Bunny hop</p>	<p>Mini gymnastics course. Demonstration of expectations.</p> <p>Pupils can complete their movements on the apparatus and/or floor.</p> <p>Mini gymnastic course demonstrating Travel, balance, flight, rotation and inversion.</p> <p>Sequence demo's at stage posts</p>	<p>Mini gymnastics course. Demonstration of expectations.</p> <p>Pupils can complete their movements on the apparatus and/or floor.</p> <p>Mini gymnastic course demonstrating Travel, balance, flight, rotation and inversion.</p> <p>Sequence demo's at stage posts</p>	<p>Mini gymnastics course. Demonstration of expectations (assessment 1).</p> <p>Pupils can complete their movements on the apparatus and/or floor.</p> <p>Mini gymnastic course demonstrating Travel, balance, flight, rotation and inversion.</p> <p>Sequence demo's at stage posts and video use.</p>	<p>Mini gymnastics course. Demonstration of expectations</p> <p>Mini gymnastic course demonstrating flight with a shape, balance selection from sheets and taking weight on arms.</p> <p>Select a balance you can do which is still, stretch and held for 3 seconds</p>	<p>Mini gymnastics course. Demonstration of expectations</p> <p>Mini gymnastic course demonstrating supporting weight on large surfaces, flight with a shape, rotation balance selection from sheets and taking weight on arms.</p> <p>Select a balance you can do which is still, stretched and held for 3 seconds</p>	<p>Mini gymnastics routine using the equipment.</p> <p>Balance along beam with head up and hands out. 2. Complete balance card on the platform, 3. Tuck/pike or straddle from platform to land 4. Either front support or extension front to side support. 5. Half twist or full twist jump. 6. Bunny hop kick/handstand. 7. Forward roll. 8. Broad jump to land and finish in the hoop.</p>

over the bench?
Sequence demo's at stage posts

Gymnastics Sequencing Year 2 (2) continued

Year 2	Theme: Develop individual moves – Travel, balance, rotation and inversion (taking weight on arms).	Theme: assessment 1 through sequence work
Successful pupils will	Develop individual moves – Travel, balance, rotation and inversion (taking weight on arms).	<ul style="list-style-type: none"> In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform twisting and turning movements and take weight on your hands such as front/back support, bunny hop kicks and attempt to kick 1-2 for handstand. You can safely move appropriate equipment when asked.
Active start	Warm up - Broad jump in a hoop and finish– forwards rolls/forward rolls with tuck, pike and straddle finish. Half turn jumps.	<ul style="list-style-type: none"> Warm up - supporting weight on large surfaces on platforms/flight, matts <p>Rolls, bunny hops and handstands, balancing – one on each rotation</p>
Lesson content	<ul style="list-style-type: none"> Now link a forwards roll a half turn jump and a broad jump together. Inverted moves – shoulder stand/bunny hop kick and handstand. Work through as a group following teacher. Now can we link a broad jump, a roll a twist, and an inversion? Balancing – in pairs look at our balances – one count for 3 seconds and check if they are still and stretched. Now – can we link a broad jump, a roll, a twist, an inversion and 2 balances. <p>Let's watch and comment (feedback)</p>	<p>Mini gymnastics course. Demonstration of expectations</p> <p>Gymnastics sequence: balance on the beam, supporting weight on large surface (platform balance), dismount with a jump aiming for tuck/pike or straddle, forward roll with tuck/pike/straddle finish, balance, rope/ladder climb, bunny hop/handstand, balance and half turn or full turn jump.</p> <p>Start and finish to the work must be included.</p>

Gymnastics Sequencing Year 3

<u>Year 3</u>	Theme: Balance and rotation	Theme: Balance, rotation and inversion	Theme: Develop floor moves, introduce backwards roll and link into a mini sequence.	Theme: Balance & inversion	Theme: Develop inverted and backwards roll. Select and perform moves for a mini sequence.	Theme: Sequence work for assessment	Theme: Sequence work for assessment (2)
Successful pupils will.....	<ul style="list-style-type: none"> • Demonstrate travelling in various ways. • Aim to demonstrate balances which are still, stretched and held for 3 seconds. • Demonstrate rotation (log rolls/half turn jumps/forward rolls) <p>Link balances and rotation in a mini sequence.</p>	<ul style="list-style-type: none"> • Aim to develop/demonstrate balances which are still, stretched and held for 3 seconds. • Recap/Develop/Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands or headstands. • Link balances, rotation and inversion into a mini sequence. <p>There is a possibility of including headstand for more advanced.</p>	<ul style="list-style-type: none"> • Develop floor moves. • Demonstrate the basics of backwards roll. • Develop balances which are still, stretched and held for 3 seconds. <p>Link balances, rotation and inversion into a mini sequence</p>	<ul style="list-style-type: none"> • Develop backwards roll. <ul style="list-style-type: none"> • Aim to develop/demonstrate balances which are still, stretched and held for 3 seconds. • Develop/Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands. • Link balances, rotation and inversion into a mini sequence. <p>There is a possibility of including headstand for more advanced.</p>	<ul style="list-style-type: none"> • Develop inverted moves and backwards roll. Some may need to work on forwards roll. <p>Select and complete moves for a mini sequence.</p>	Develop their individual moves into a sequence for assessment.	
<u>Active start</u>	Travel around the room in various ways on teacher commands. Walking, running, skipping, hopping, sliding, swinging, turning, Broad jumping and twisting. Explore Tall/small, wide/thin.	Travelling warm ups followed by Rotation warm ups along the matts – log rolls, half/full turn jumps and forward rolls (for some). Forward rolls will have shaped finish extension for those who are secure.	Basic/fundamental warm ups: broad jumps, forward rolls, half turns (extend to full) front/back support (extend front support into side support) and shoulder stands (extend by rolling to feet). Link some of them.	Warm ups on individual mats. Broad jumps and half turn, forwards rolls (log rolls if required) extension is to finish with a shaped finish (tuck/pike/straddle). Front support/back support – extend to side support.	Warm ups on individual mats. Broad jumps and half turn/full turn jumps, forwards rolls (log rolls if required) extension is to finish with a shaped finish (tuck/pike/straddle). Front support/back support/side support.	Warm ups on the mat broad jumps and half turn/full turn jumps, forwards rolls/backwards rolls (log rolls if required) extension is to finish with a shaped finish (tuck/pike/straddle), bunny hop kick/handstand	Warm ups on the mat broad jumps and half turn/full turn jumps, forwards rolls/backwards rolls (log rolls if required) extension is to finish with a shaped finish (tuck/pike/straddle), bunny hop kick/handstand
<u>Lesson content</u>	<ul style="list-style-type: none"> • Rotation introduction/development - Half turn/full turn jumps and 	<ul style="list-style-type: none"> • Inverted moves Shoulder stand demo and practice (all). • Inverted moves - bunny hop 	<ul style="list-style-type: none"> • Bunny hop kicks/handstands re-cap. Extension – handstand 	<ul style="list-style-type: none"> • Backwards roll development – recap and practice. Extension – backwards roll into 	<ul style="list-style-type: none"> • Inverted moves - Shoulder stand demo 	<ul style="list-style-type: none"> • Recap sequence expectations and how to 	<ul style="list-style-type: none"> • Recap sequence expectations and how to

	<p>forwards rolls.</p> <ul style="list-style-type: none"> Balancing introduction/development – still stretched and held for 3 seconds. Teacher demo of a balance. Emphasise the start and finishing position. Talk about one point, 3 point and 2 points of contact. I do, you do balances, 3 examples. Front support/back support – how do we make them more difficult? Children think and do. Shoulder stand (inverted balance). Bunny hop kicks and handstands practice. Now practice/ pick 2 balances from the sheet that you can hold still stretched and for 3 seconds. Mini sequence. Pupils to include travel, balance (2) rotation and a half turn jump. 	<p>kicks developing into step 1-2 and kick 1-2 for handstand.</p> <ul style="list-style-type: none"> Balancing development – pupils pick 3 to practice and demonstrate. Extension – handstand into forwards roll (only if the handstand is secure in an exceptional performer). <p>Mini sequence. Pupils to include travel, balance (2) rotation (2) and inverted moves (2).</p>	<p>forwards roll.</p> <ul style="list-style-type: none"> Backward rolls introduction (those not secure in forward roll will develop this after basics intro. Extension – backwards roll into straddle. Balancing development – pupils pick 3 to practice and demonstrate. <p>Mini sequence. Pupils to include travel, balance (2) rotation (2) and inverted moves (2).</p> <p>Extension work – Cartwheel intro for those secure in handstands.</p>	<p>straddle</p> <ul style="list-style-type: none"> Inverted moves Shoulder stand demo and practice (all). Inverted moves - bunny hop kicks developing into step 1-2 and kick 1-2 for handstand. Balancing development – pupils pick 3 to improve and demonstrate. Possible headstand extension for more able. <p>Guided through mini sequence to build up throughout lesson with a 'learn a move' & 'add a move approach'.</p>	<p>and practice (all) extend with variation on leg position. Bunny hop kicks (some) or developing into step 1-2 and kick 1-2 for handstand.</p> <ul style="list-style-type: none"> Backwards roll – recap. Practice a. rocking b. rocking and hands placement (bunny rabbit ears) c. from feet to a & b d. children who are ready attempt to roll and push to complete backwards roll. Any pupils who can do will be asked to try to push out to straddle. Mini sequence using the sequence cards. The pupils will select/perfor m moves to use in their sequence. <p>Advanced group recap headstand practice before starting sequence.</p>	<p>link work.</p> <ul style="list-style-type: none"> Mini sequence using the sequence cards. The pupils will select/perfor m moves to use in their sequence. <p>There will be an opportunity during this to develop backwards roll and Headstand with the group split. Whilst one half works on their sequence the other half will work on the appropriate individual move.</p>	<p>link work.</p> <ul style="list-style-type: none"> Mini sequence using the sequence cards. The pupils will select/perfor m moves to use in their sequence. <p>During the sequence work individual moves will be checked. Sequence work will be checked at stage posts</p>
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Gymnastics Sequencing Year 4

Year 4	Theme: Travel, Balance, rotation and inversion (revisit)	Theme: Balance development using beams and flight introduction.	Theme: Balance and rotation	Theme: Rotation, inversion and balance development	Theme: Springboard use/Balance development using beams	Theme: Springboard/vault use/Balance development using beams (assessment 1)	Theme: Springboard/vault use/Balance development using beams (assessment 2)
Successful pupils will.....	<ul style="list-style-type: none"> • Aim to demonstrate balances which are still, stretched and held for 3 seconds. • Demonstrate rotation (log rolls/half turn jumps/forward rolls) • Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands or headstands <p>Link balances and rotation in a mini sequence.</p>	<ul style="list-style-type: none"> • Aim to demonstrate balances which are still, stretched and held for 3 seconds. • Demonstrate rotation (log rolls/half turn jumps/forward rolls/backwards rolls) • Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands or headstands <p>Include flight using springboards with 1-2 feet action.</p>	<ul style="list-style-type: none"> • Demonstrate travelling in various ways. • Aim to demonstrate balances which are still, stretched and held for 3 seconds. • Demonstrate rotation (log rolls/half turn jumps/forward rolls) <p>Link balances and rotation in a mini sequence.</p>	<p>Aim to develop inverted moves and rotation (backwards roll).</p>	<ul style="list-style-type: none"> • Aim to demonstrate balance on and off a beam. • Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands or headstands <p>Link balances and rotation in a mini sequence.</p>	<ul style="list-style-type: none"> • Demonstrate appropriate springboard use to vault knees or feet • Demonstrate balance on and off a beam. <p>Demonstrate a set mini sequence using 3 different work areas</p>	<p>In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform twisting and turning movements and take weight on your hands such as front/back support, bunny hop kicks and attempt to kick 1-2 for handstand. You can safely move appropriate equipment when asked</p>
Active start	<p>Travelling (skip, hop jump & twist) and Rotation warm ups along the mats – log rolls, half/full turn jumps, forward rolls and cartwheels (for some). Finish in Tuck/pike/Straddle</p>	<p>warm ups along the mats – A. broad jump with control, rolls, half turns/full turn jumps B. bunny hop/handstand (into forwards roll if secure) cartwheels and round offs (for some). C. Include balance sheets here. 2 must be completed along with</p>	<p>Broad jumping and half turn jumps on shared mats.</p>	<p>warm ups on individual mats (extended) – broad jump with control, rolls, half turns/full turn jumps, shoulder stand/bunny hop/handstand (into forwards roll if secure).</p>	<p>warm ups sharing the mats (extended) – broad jump with control, rolls (extension – Back), half turns/full turn jumps, bunny hop/handstand (into forwards roll if secure)</p>	<p>General pulse raising warm up around the mats.</p>	<p>General pulse raising warm up around the mats.</p>

		A/B					
Lesson content	<ul style="list-style-type: none"> Inverted moves Shoulder stand demo and practice (all). Inverted moves - bunny hop kicks developing into step 1-2 and kick 1-2 for handstand. Balancing development – pupils pick 3 to practice and demonstrate. Mini sequence. Pupils to include travel, balance (2) rotation (2) and inverted moves (2). <p>Extend some with headstand practice. Small group teaching re-cap, whilst others complete their sequences.</p>	<ul style="list-style-type: none"> Flight – springboard use – 1-2 feet with arm swing. Jumps – straight, tucked. Extension straddle, pike and half turn. Use warm up moves before and after springboard use. <p>Include balances in mini sequence using the springboards and floor. Sequence to include: rotation, balance, inversion, flight and travel.</p>	<ul style="list-style-type: none"> Rotation development - forwards rolls extend to roll out onto feet. Balancing development – still stretched and held for 3 seconds. Front support/back support and side support Teacher demo of each balance. Children complete on shared mats. Emphasise the start and finishing position. Now practice/ pick 2 balances from the sheet that you can hold still stretched and for 3 seconds. Mini sequence. Pupils to include travel, balance (2) rotation and a half turn jump. <p>If there is time backward roll will be introduced.</p>	<p>Floor work moves development on individual mats.</p> <p>Now complete a mini sequence including a forwards roll/half or full turn jump/broad jump and a bunny hop kick or handstand.</p> <p>Backwards roll – demo and development.</p> <p>Rock in a ball and then start from standing to rock onto back in a ball.</p> <p>a. Headstand – demo and development – more advanced pupils only.</p> <p>b. Balance focus – pupils select and practice 3 balances which they can hold still, stretched and for 3 seconds.</p> <p>Now children are asked to complete a 6-8 move sequence containing 2 balances, 2 rotations, and 2 inverted moves.</p>	<ul style="list-style-type: none"> Balances – on beams formal teaching. <ul style="list-style-type: none"> Flight – springboard use – 1-2 feet with arm swing (recap). Jumps – straight, tucked. Extension straddle, pike and half turn (Develop this). Include balance beam to mini sequence using the springboards and floor. <p>Sequence</p> <p>c. springboard (straddle), broad jump, balance beam, handstand or handstand forward roll & either forward roll with shape finish or backward roll into straddle finish.</p> <p>b. springboard with controlled landing (extend to tuck), forward roll (half turn and backward roll to extend), small balance beam, bunny hop kick or kick 1-2 for handstand prep & broad jump finish.</p> <p>a. springboard to vault knees/feet and option of tuck/pike/straddle jump from the box, small balance beam, forward roll, bunny hop kick/handstand or shoulder stand & broad jump finish.</p> <p>a. springboard landing to two feet, small balance beam, forward roll, bunny hop kick or shoulder stand & broad jump finish.</p> <p>Small group teaching during sequence work focus</p> <p>a. Handstand</p>	<p>Recap springboard use and how to vault onto a box top.</p> <p>Sequence</p> <p>c. springboard (straddle), broad jump, balance beam, handstand or handstand forward roll & either forward roll with shape finish or backward roll into straddle finish.</p> <p>b. springboard with controlled landing (extend to tuck), forward roll (half turn and backward roll to extend), small balance beam, bunny hop kick or kick 1-2 for handstand prep & broad jump finish.</p> <p>a. springboard to vault knees/feet and option of tuck/pike/straddle jump from the box, small balance beam, forward roll, bunny hop kick/handstand or shoulder stand & broad jump finish.</p>	<p>Recap springboard use and how to vault onto a box top.</p> <p>Sequence</p> <p>c. springboard (straddle), broad jump, balance beam, handstand or handstand forward roll & either forward roll with shape finish or backward roll into straddle finish.</p> <p>b. springboard with controlled landing (extend to tuck), forward roll (half turn and backward roll to extend), small balance beam, bunny hop kick or kick 1-2 for handstand prep & broad jump finish.</p> <p>a. springboard to vault knees/feet and option of tuck/pike/straddle jump from the box, small balance beam, forward roll, bunny hop kick/handstand or shoulder stand & broad jump finish.</p>

					b. Rolls backwards/forwards Headstand		
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Gymnastics Sequencing Year 5

Year 5	Theme: Travelling, rotation, balance and inversion (revisit)	Theme: Flight and balance	Theme: Flight and balance	Theme: sequence work using equipment and including travel, rotation & balance, flight and inversion	Theme: Assessment 1 - sequence work using equipment and including travel, rotation & balance, flight and inversion	Theme: Assessment 2 - sequence work using equipment and including travel, rotation & balance, flight and inversion
Successful pupils will	Identify and demonstrate year 4 moves (recap) and use in a mini sequence.	Identify and demonstrate different ways of flight and balance using springboards and beams	Identify and demonstrate different ways of flight and balance using springboards and beams	Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight.	Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight. They will attempt to perform the individual moves to the best of their ability for assessment 1.	<ul style="list-style-type: none"> In Gymnastics you are able to perform a wide range of movements using travelling and balancing on the floor or apparatus. You can perform movements which are linked in a sequence which involve planned changes of direction and demonstrate accuracy either individually or with a partner which require sustained activity.
Active start	Recap travelling is with examples. Hopping, skipping, jumping, twisting & turning – warm ups along the mat	Warm up on the mats using Jumping from two feet to land on two feet, rotation and inversion.	Warm up around the perimeter	Quick general pulse raiser rotating around the equipment.	Quick general pulse raiser rotating around the equipment	Quick general pulse raiser rotating around the equipment.
Lesson content	<p>Work through rotation of movements</p> <ul style="list-style-type: none"> Forward roll (log roll for some)/Backward roll (advanced) (log roll for any who cannot do the forward roll) extend further with handstand forward roll Balancing – pupils identify what needs to be achieved and then demonstrate on the mats linking with rolls. Inversion – bunny hops and handstand recap – advanced cartwheels and then round off . Discuss requirements of a routine (use displayed words), including starting position, flow, different height, speed, direction, pointed toes, good body shape, finishing position. 	<p>Flight – formal teaching of springboard use. Include tuck, pike and straddle for more able pupils. Pupils must link rotation and inversion after Springboard use. Linked this to mini sequence across the floor.</p> <p>As above but now include beams for balancing – formal teaching of how we balance on a beam. Extension – turn on toes when using the beam.</p> <p>Mini sequence to include flight, balance, rotation and inversion.</p>	<p>Flight – re-cap teaching of springboard use. Include tuck, pike and straddle for more able pupils. Pupils must link rotation and inversion after Springboard use.</p> <p>As above but now include beams for balancing – formal teaching of how we balance on a beam. Extension – turn on toes when using the beam.</p> <p>Mini sequence to include flight, balance, rotation and inversion.</p>	<p>Area 1 – Springboard/ small beam</p> <p>a. Springboard (flight), b. forward roll or cartwheel, c. pick a balance, d. Broad jump, e. Shoulder stand or Bunny hop kick or handstand – Challenge handstand into forwards roll</p> <p>Area 2 - Springboard/small beam</p> <p>a. Small beam (balance), b. Broad Jump, c. springboard (flight), d. forward roll or half turn jump followed by backwards roll & half turn jump, e. Headstand</p>	<p>Area 1 – Springboard/ small beam</p> <p>b. Springboard (flight), b. forward roll or cartwheel, c. pick a balance, d. Broad jump, e. Shoulder stand or Bunny hop kick or handstand – Challenge handstand into forwards roll</p> <p>Area 2 - Springboard/small beam</p> <p>b. Small beam (balance), b. Broad Jump, c. springboard (flight), d. forward roll or half turn jump followed by backwards roll & half turn jump, e. Headstand or bunny hop kick or</p>	<p>Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight. They will attempt to perform the individual moves to the best of their ability for assessment 1.</p> <p>Quick general pulse raiser rotating around the equipment.</p> <p>Area 1 – Springboard/ small beam</p> <p>c. Springboard (flight), b. forward roll or cartwheel, c. pick a balance, d. Broad jump, e. Shoulder stand or Bunny hop kick or handstand – Challenge handstand into forwards roll</p> <p>Area 2 - Springboard/small beam</p> <p>c. Small beam (balance), b. Broad Jump, c. springboard</p>

	<p>Pupils to make an individual routine / sequence of 3-6 ways to travel across the mats</p>			<p>or bunny hop kick or handstand.</p> <p>Area 3 - springboard/large beam</p> <p>a. Forward roll to finish in tuck, pike or straddle or half turn jump, backwards roll into straddle and half turn jump b. large beam (balance), c. springboard (flight), d. Skip or hop, e. Pick a balance</p> <p>Small group teaching during sequence work focus</p> <p>c. Handstand</p> <p>d. Rolls backwards/forwards</p> <p>e. Headstand</p>	<p>handstand.</p> <p>Area 3 - springboard/large beam</p> <p>b. Forward roll to finish in tuck, pike or straddle or half turn jump, backwards roll into straddle and half turn jump b. large beam (balance), c. springboard (flight), d. Skip or hop, e. Pick a balance</p> <p>Small group teaching during sequence work focus</p> <p>f. Handstand</p> <p>g. Rolls backwards/forwards</p> <p>Headstand</p>	<p>(flight), d. forward roll or half turn jump followed by backwards roll & half turn jump, e. Headstand or bunny hop kick or handstand.</p> <p>Area 3 - springboard/large beam</p> <p>Forward roll to finish in tuck, pike or straddle or half turn jump, backwards roll into straddle and half turn jump b. large beam (balance), c. springboard (flight), d. Skip or hop, e. Pick a balance</p>
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Gymnastics Sequencing Year 6 - Successful pupils will

Year 6	Theme: revisit 5 core themes: travel, flight, balance, rotation and inversion.	Theme: sequence work using Travel, rotation, balance, flight & inversion.	Theme: sequence work using Travel, rotation, balance, flight & inversion. (continuation lesson)	Theme: Assessment 1 - sequence work using equipment and including travel, rotation & balance, flight and inversion (assessment 1)	Theme: Assessment 1 - sequence work using equipment and including travel, rotation & balance, flight and inversion (assessment 2)	
Successful pupils will	Demonstrate travel, flight, balance, rotation and inversion.	Produce a sequence using equipment individually. Must include travel, balance, flight, rotation and inversion.	Produce a sequence using equipment individually. Must include travel, balance, flight, rotation and inversion.	Produce a sequence using equipment individually. Must include travel, balance, flight, rotation and inversion.	Produce a sequence using equipment individually. Must include travel, balance, flight, rotation and inversion.	
Active start	Travelling around the room, walk, jog, run (toes), hop, skip, jump, twist and turn.	Conditioning warm up	Conditioning warm up	Conditioning warm up	Conditioning warm up	
	<ul style="list-style-type: none"> Discuss core themes and movement categories with Q&A 5 work area set out: <ol style="list-style-type: none"> Rotation – 3 mats Balance – low beam/mats Inversion – high beam and mats. Pupils must balance but use the mats to demonstrate inversion. Flight – springboard and mats Flight – springboard, box and mats Children need to be	Area 1 - Springboard and vault <ol style="list-style-type: none"> Springboard vault (flight), b. rotation, c. balance, d. travel, e. inversion Area 2 - Springboard/small beam <ol style="list-style-type: none"> Small beam (balance), b. travel, c. springboard (flight), d. rotation, e. inversion Area 3 - springboard/large	Area 1 - Springboard and vault <ol style="list-style-type: none"> Springboard vault (flight), b. rotation, c. balance, d. travel, e. inversion Area 2 - Springboard/small beam <ol style="list-style-type: none"> Small beam (balance), b. travel, c. springboard (flight), d. rotation, e. inversion Area 3 - springboard/large beam <ol style="list-style-type: none"> rotation, b. 	Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight. They will attempt to perform the individual moves to the best of their ability for assessment 1. Quick general pulse raiser rotating around the equipment. Area 1 – Springboard/ box <ol style="list-style-type: none"> Springboard (flight) onto box with knees or feet or through vault, b. forward roll or cartwheel, c. pick a balance, d. Broad jump, e. Shoulder stand or Bunny hop kick or handstand – Challenge handstand into forwards roll Area 2 - Springboard/small beam <ol style="list-style-type: none"> Small beam (balance), b. Broad Jump, c. springboard (flight), d. forward roll or half turn jump 	Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight. They will attempt to perform the individual moves to the best of their ability for assessment 1. Quick general pulse raiser rotating around the equipment. Area 1 – Springboard/ box <ol style="list-style-type: none"> Springboard (flight) onto box with knees or feet or through vault, b. forward roll or cartwheel, c. pick a balance, d. Broad jump, e. Shoulder stand or Bunny hop kick or handstand – Challenge handstand into forwards roll Area 2 - Springboard/small beam <ol style="list-style-type: none"> Small beam (balance), b. Broad Jump, c. springboard (flight), d. forward roll or half turn jump 	

	<p>creative and travel across the work area making certain they demonstrate at least 2 moves from the theme at their equipment. Groups rotate after approximately 5 minutes.</p>	<p>beam rotation, b. large beam (balance), c. springboard (flight), d. travel</p>	<p>large beam (balance), c. springboard (flight), d. travel, e. inversion</p> <p>Small group focus – each group will work on a skill during the lesson.</p> <ul style="list-style-type: none"> a. Handstand b. Cartwheel <p>Headstand</p>	<p>followed by backwards roll & half turn jump, e. Headstand or bunny hop kick or handstand.</p> <p>Area 3 - springboard/large beam</p> <ul style="list-style-type: none"> d. Forward roll to finish in tuck, pike or straddle or half turn jump, backwards roll into straddle and half turn jump b. large beam (balance), c. springboard (flight), d. Skip or hop, e. Pick a balance 	<p>followed by backwards roll & half turn jump, e. Headstand or bunny hop kick or handstand.</p> <p>Area 3 - springboard/large beam</p> <ul style="list-style-type: none"> e. Forward roll to finish in tuck, pike or straddle or half turn jump, backwards roll into straddle and half turn jump b. large beam (balance), c. springboard (flight), d. Skip or hop, e. Pick a balance 	
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Tennis Sequencing Year 3

<u>Year 3</u>	Theme: Basic hand eye coordination – can you rally?	Theme: Basic hand eye coordination – can you rally?	Theme: Developing the service/ forehand and use it in a game.	Theme: Develop skills through game play	Theme: Develop forehand	Theme: Assessment 1	Theme: Assessment 2
Successful pupils will	<ul style="list-style-type: none"> • Demonstrate a correct grip with the bat. • Be able to hit the ball to a partner from an underarm serve. • Rally with a partner (more able to be consistent at maintaining a rally) <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Be able to maintain a rally against an opponent. <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shot and apply this in games. <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shot and apply this in games. <p>Some will start to think about hitting the ball short and longer dependent on opponent</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shorter hit longer and shorter. <p>attempt to apply the principle of hitting the ball short and longer in practice and in a game</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shorter hit longer and shorter. <p>attempt to apply the principle of hitting the ball short and longer in practice and in a game</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shorter hit longer and shorter. <p>attempt to apply the principle of hitting the ball short and longer in practice and in a game</p>
Active start	Pairs throw, catch and move.	Hand/eye/racket co-ordination practices. Balance ball static or moving/keep the ball up on the racket static or moving (stretch – use both sides of the racket). Bounce the ball on the floor with the racket – how many can we do (advanced move around)	Bounce and move practices.	Side shuffling and then side shuffling with ball bounce ball bounce with side shuffling footwork	Serve/rally practice against the wall/self-rally.	Warm up Serve/rally practice against the wall/self-rally.	Warm up Serve/rally practice against the wall/self-rally
Lesson content	<ul style="list-style-type: none"> • Racket grip and 	<ul style="list-style-type: none"> • Can we play a 	Can you rally with your partner on	Serve/rally practice against	Focus on forehand shot	Group organisation split	Group organisation split

	<p>frying pan ball balance.</p> <ul style="list-style-type: none"> Racket ball bounce – how many, first to 10, how many in 30 seconds. Self-rally against a wall/fence – can you keep the rally going? Underarm service action, – teach – practice. Intervention where required. Squash/tennis, rally, then compete against a partner. Net practice. on service, how to start a game. One player serves, other players tries to catch. <p>Game on net against selected partners.</p>	<p>self-rally against the wall starting without a bounce service? Emphasise starting body position and use of feet.</p> <ul style="list-style-type: none"> Can we now rally with a partner starting with/without a bounce service? Emphasise keeping the ball going. Can we now play a mini squash/tennis game against our partner? The aim is to score points so this is competitive. <p>Now the games transfer to the net playing small games and rotating to play different partners.</p>	<p>the net? With/without a bounce to start?</p> <p>Can we play a forehand type shot in a rally (formal teaching of technique)</p> <p>Can we rally with forehand with a partner? Or can we just rally?</p> <p>Can we play games and score points against various opponents?</p>	<p>the wall/self-rally. Squash/tennis against a partner on the wall</p> <p>King/queen of the court game.</p>	<p>against the wall. How close and then how far from the wall can I rally. Emphasise gentle and then harder hit.</p> <p>Rally with a partner close and far.</p> <p>King/queen of the court game.</p>	<p>between astro and Muga King/queen of the court games. Pupils will be assessed during the games</p> <p>In Tennis you can serve underarm, sustain a rally, play competitive games and begin to outwit your opponent through playing the ball away from them.</p>	<p>between astro and Muga King/queen of the court games. Pupils will be assessed during the games</p> <p>In Tennis you can serve underarm, sustain a rally, play competitive games and begin to outwit your opponent through playing the ball away from them.</p>
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Tennis Sequencing Year 4 - Successful pupils will

Year 4	Theme: Basic hand eye coordination – can you rally?	Theme: Basic hand eye coordination – can you rally? (2)	Theme: Developing the forehand service and use it in a game. Assessment today	Theme: Develop skills through game play	Theme: Develop forehand	Theme: Assessment 1
Successful pupils will	<ul style="list-style-type: none"> • Demonstrate a correct grip with the bat. • Be able to hit the ball to a partner from an underarm serve. • Rally with a partner (more able to be consistent at maintaining a rally) <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm/forehand and service with/without a bounce. • Be able to maintain a rally against an opponent. <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shot and apply this in games. <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shot and apply this in games. <p>Some will start to think about hitting the ball short and longer dependent on opponent</p>	<ul style="list-style-type: none"> • Be able to hit the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shorter hit longer and shorter. <p>attempt to apply the principle of hitting the ball short and longer in practice and in a game</p>	<ul style="list-style-type: none"> • the ball to a partner from an underarm service with/without a bounce. • Develop their technique to hit a forehand shorter hit longer and shorter. <p>attempt to apply the principle of hitting the ball short and longer in practice and in a game</p>
Active start	Pairs throw, catch and move.	Hand/eye/racket co-ordination practices. Balance ball static or moving/keep the ball up on the racket static or moving (stretch – use both sides of the racket). Bounce the ball on the floor with the racket – how many can we do (advanced move around)	Side shuffling and then side shuffling with ball bounce ball bounce with side shuffling footwork	Side shuffling and then side shuffling with ball bounce ball bounce with side shuffling footwork	Serve/rally practice against the wall/self-rally	<ul style="list-style-type: none"> • Be able to hit Warm up Serve/rally practice against the wall/self-rally.
Lesson content	<ul style="list-style-type: none"> • Racket grip and frying pan ball balance – extend 	<ul style="list-style-type: none"> • Can we play a self-rally against the wall starting 	Serve practice against the	Serve/rally practice against the	Focus on forehand shot against the wall. How close and	Group organisation split between astro and Muga

	<p>by moving around</p> <ul style="list-style-type: none"> Racket ball bounce – how many, first to 10, how many in 30 seconds – extend by moving around. Self-rally against a wall/fence – can you keep the rally going? Underarm service action, – recap from year 3 teach – practice. Either bounce and hit or low from the hand. Squash/tennis, rally, then compete against a partner. <p>Games on the net – king/queen of the court game.</p>	<p>without a bounce service? Emphasise starting body position and use of feet.</p> <ul style="list-style-type: none"> Can we now rally with a partner starting with/without a bounce service? Emphasise keeping the ball going. Can we now play a mini squash/tennis game against our partner? The aim is to score points so this is competitive. Now the games transfer to the net playing small games and rotating to play different partners. <p>King/queen of the court games.</p>	<p>wall/self-rally.</p> <p>Serve to a partner on the net 5 goes each</p> <p>Can you rally with your partner on the net? With/without a bounce to start?</p> <p>Can we play a forehand type shot in a rally (formal teaching of technique)</p> <p>Can we rally with forehand with a partner? Or can we just rally?</p> <p>Can we play games and score points against various opponents? King/queen of the court</p>	<p>wall/self-rally.</p> <p>Squash/tennis against a partner on the wall</p> <p>King/queen of the court game.</p>	<p>then how far from the wall can I rally. Emphasise gentle and then harder hit.</p> <p>Rally with a partner close and far.</p> <p>King/queen of the court game.</p>	<p>King/queen of the court games. Pupils will be assessed during the games</p> <p>In Tennis you can serve underarm, sustain a rally, play competitive games and begin to outwit your opponent through playing the ball away from them.</p>
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Tennis Sequencing Year 5

Year 5	Theme: Basic hand eye coordination – can you rally?	Theme: aim – develop skills within the game	Theme: Basic hand eye coordination – can you rally?	Theme: Basic hand eye coordination – can you rally?	Theme: Assessment lesson – game play	
Successful pupils will	<ul style="list-style-type: none"> • Demonstrate a correct grip with the bat. • Be able to hit the ball to a partner from an underarm serve (overarm for more able). • Rally with a partner (more able to be consistent at maintaining a rally) <p>Apply the basic principles learnt to compete against various opponents</p>	<ul style="list-style-type: none"> • Apply the basic principles learnt to compete against various opponents. • Demonstrate ability to outwit opponents through attempting to hit the ball away from their opponents. <p>More able pupils will use the cage area and overarm serve.</p>	<ul style="list-style-type: none"> • Demonstrate ability to outwit opponents through attempting to hit the ball away from their opponents. • Be able to hit the ball to a partner from an underarm service. <p>Apply the basic principles learnt to compete against various opponents</p>	<ul style="list-style-type: none"> • Play in competitive games against an opponent in greater space. • Be able to recognise the need to vary the length of return shot to their opponent. <p>Some will be consistent at hitting the ball away from their opponent. All should be able to attempt this</p>	<ul style="list-style-type: none"> • Play in competitive games against an opponent in greater space. • Be able to recognise the need to vary the length of return shot to their opponent. <p>Some will be consistent at hitting the ball away from their opponent. All should be able to attempt this</p>	
Active start	Self-rally against a wall/fence – can you keep the rally going? COMBINE WITH Underarm service action, – teach – practice. Intervention where required.	Squash Tennis rally with a partner against a wall/net	Beat your partner in throw game. Aim to throw away from your partner.	Rally with a partner, close net shot then forehand away from the net with length.	Forehand rally with a partner trying to hit longer (Backhand for more advanced)	
Lesson content	<ul style="list-style-type: none"> • Squash/tennis, rally, then compete against a partner. • King/queen of the court game. 	<ul style="list-style-type: none"> • King/queen of the court games with regular rotation. <p>2x2 game courts differentiated by playing ability.</p>	<p>Rally.....</p> <ul style="list-style-type: none"> • Close – how close can you get? One bounce – 	<ul style="list-style-type: none"> • Game play in 3 groups. When not playing children will umpire games. 	<ul style="list-style-type: none"> • Game play in 3 groups. When not playing children will umpire 	

	More advanced group to use the cage area to play with a larger court	Winners stays on up to a maximum of 3 games. First to 4 points wins.	<ul style="list-style-type: none"> extend to no bounce. Long length rally – one bounce – talk about forehand action and body position. How many can you do? 	<ul style="list-style-type: none"> Singles 3 points winner stays on (maximum 3 games in a row). 	<ul style="list-style-type: none"> games. Doubles games (probably saved for another lesson). 3 points winner stays on (maximum 3 games in a row). Discuss communication and court space 	
			King/queen of the court game.	If time Doubles games (probably saved for another lesson).		

Tennis Sequencing Year 6 - Successful pupils will

Year 6	Theme: Can you play against an opponent serving and rallying?	Theme: aim – develop skills within the game	Theme: aim – develop skills within the game	Theme: aim – develop skills within the game	Theme: aim – develop skills within the game	Theme: aim – develop skills within the game	
Successful pupils will	<ul style="list-style-type: none"> Demonstrate a correct grip with the bat. Be able to hit the ball to a partner from an underarm serve (overarm for more able). Rally with a partner (more able to be consistent at maintaining a rally) <p>Apply the basic principles learnt to compete against various opponents.</p>	<ul style="list-style-type: none"> Apply the basic principles learnt to compete against various opponents. <p>Demonstrate ability to outwit opponents through attempting to hit the ball away from their opponents.</p>	<ul style="list-style-type: none"> Apply the basic principles learnt to compete against various opponents. <p>Demonstrate ability to outwit opponents through attempting to hit the ball away from their opponents.</p>	<p>Round robin tournament week 1</p> <p>Group 1 larger court and rackets (youth games format).</p> <p>Group 2 smaller court and rackets.</p> <p>Every child plays each other and scores are recorded in a table for rankings.</p>	<p>Round robin tournament week 2</p> <p>Group 1 larger court and rackets (youth games format).</p> <p>Group 2 smaller court and rackets.</p> <p>Every child plays each other and scores are recorded in a table for rankings.</p>	<p>Round robin tournament week 3</p> <p>Group 1 larger court and rackets (youth games format).</p> <p>Group 2 smaller court and rackets.</p> <p>Every child plays each other and scores are recorded in a table for rankings.</p>	
Active start	Squash/tennis, rally against a partner. Children should	Pair rally close in and far away. Pupils try to work different	Pair rally close in and far away. Pupils try to work different				

	demonstrate a correct grip, service action and moving feet	shots.	shots.				
Lesson content	Larger court games on the net set in two groups. Winner stays on up to 3 games in a row. Play 2 5 points.	<ul style="list-style-type: none"> Game play – 4 courts winner stays on up to 3 games. Aim to outwit opponent by playing the ball away from them. <p>More able group move to one court on their net to allow more opportunities to hit the ball away from the opponent.</p>	<ul style="list-style-type: none"> Game play – 3 courts winner stays on up to 3 games. Aim to outwit opponent by playing the ball away from them. We will be outside this week to make the courts bigger. <p>The pupils will be grouped into groups of 8-9 per court.</p>				

	Autumn Term1 11th, 18th, 25th September 2,9,16 October
Year 1	Movement to music (Dance)

The theme around this work will be the weather

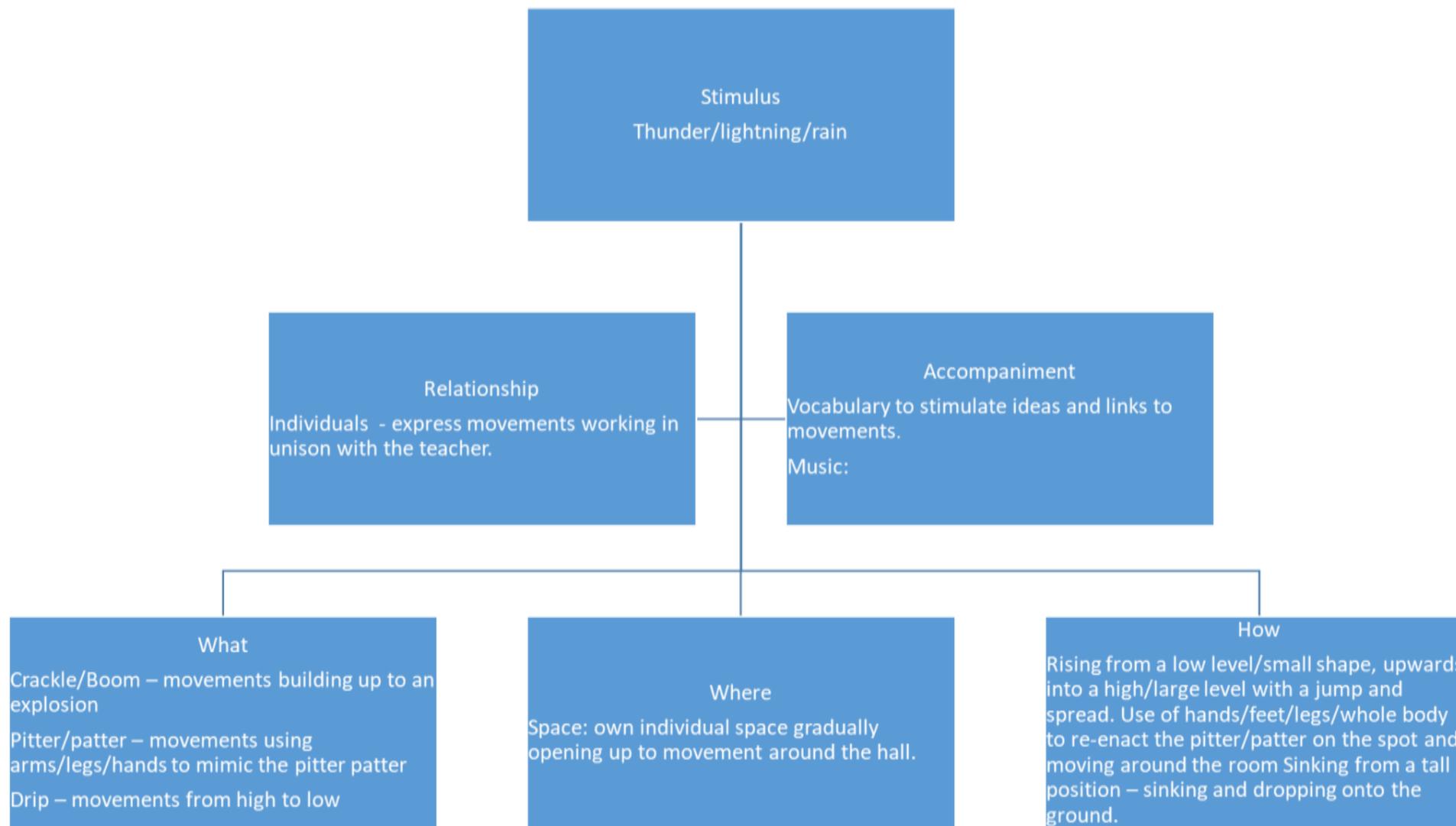
Movement themes: Body – What; Dynamic/effort quality – How; Space – Where; Relationships – With Whom/What.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Movement to music (dance)	Stimulus: Thunder/lightning/rain Music:	Stimulus: Thunder/lightning/rain Music:	Stimulus: Sunshine/heatwave Music	Stimulus: Sunshine/heatwave Music:	Stimulus: Snow/hail stones Music:	Stimulus: Snow/hail stones Music:

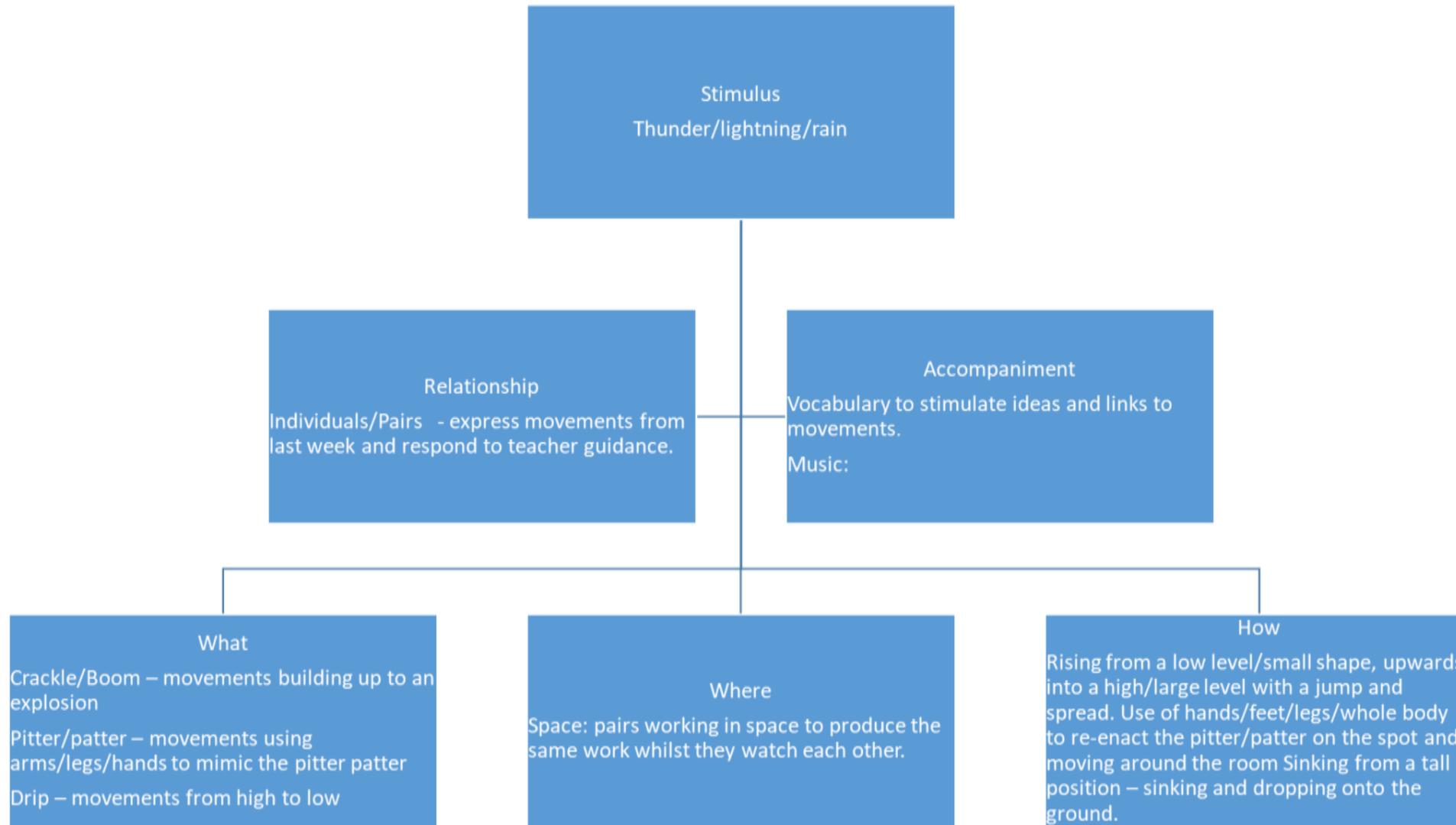
Pupils should be taught to:

- Perform dances using simple movement patterns.

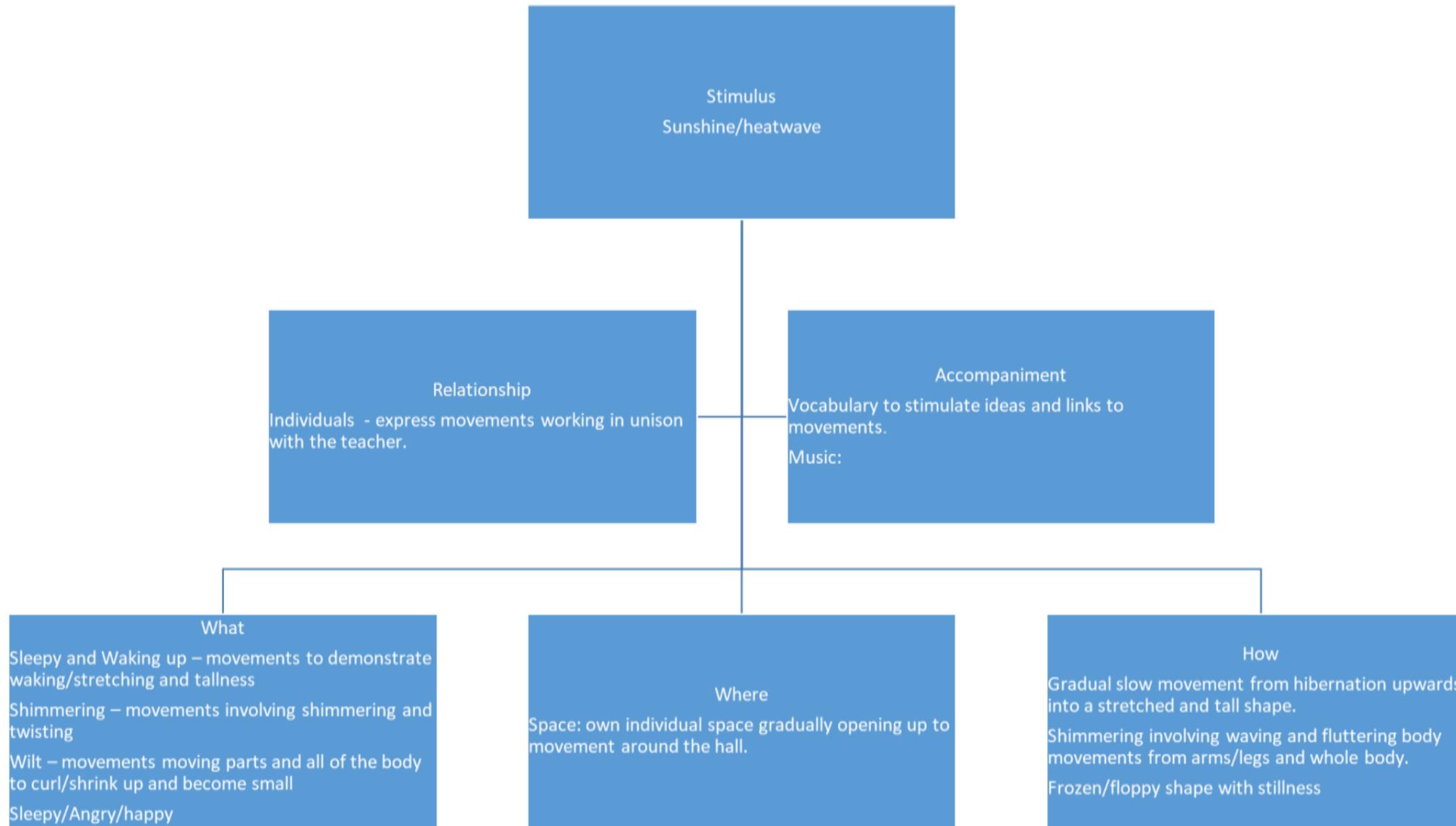
Dance week 1



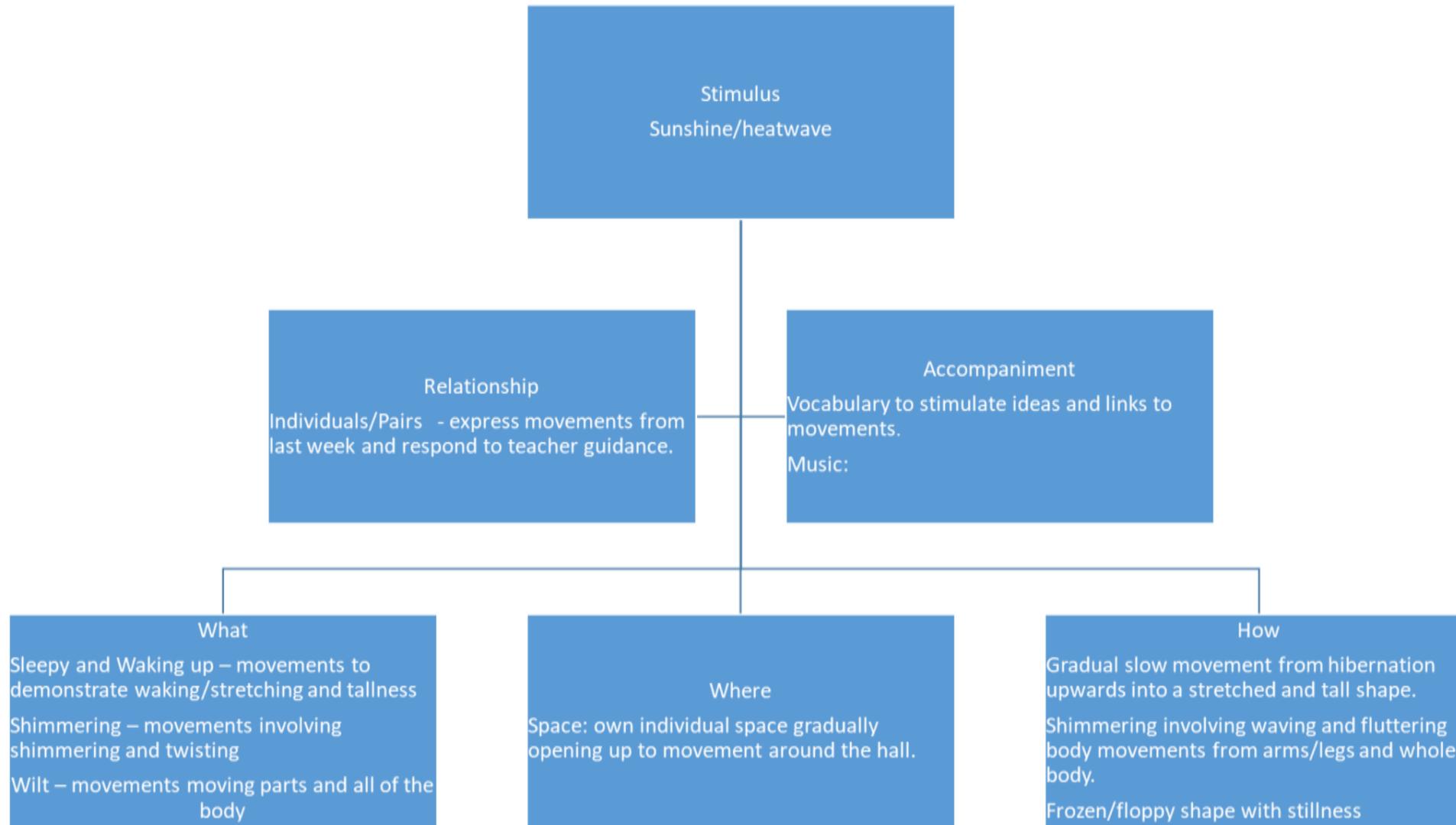
Dance week 2



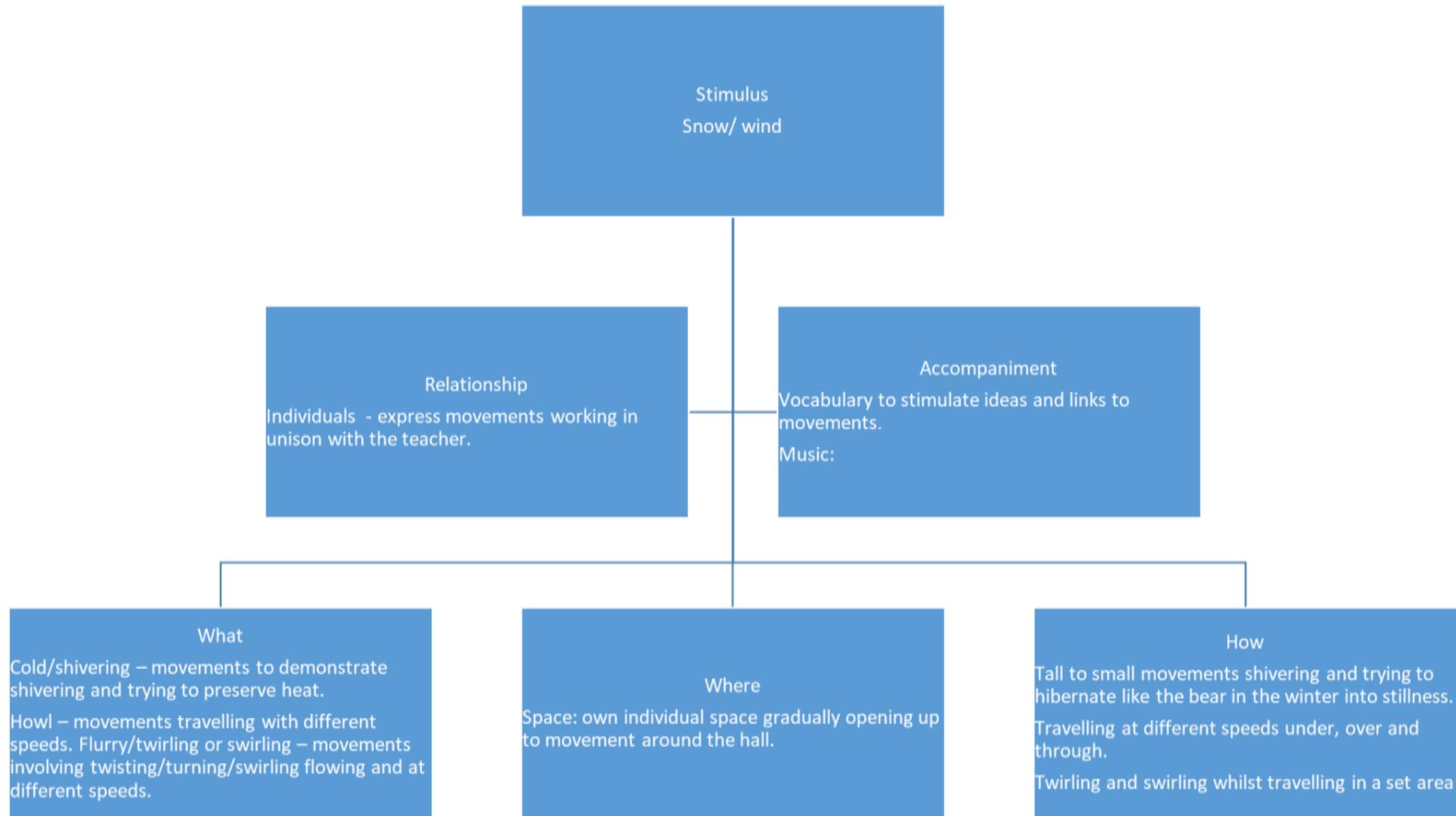
Dance week 3



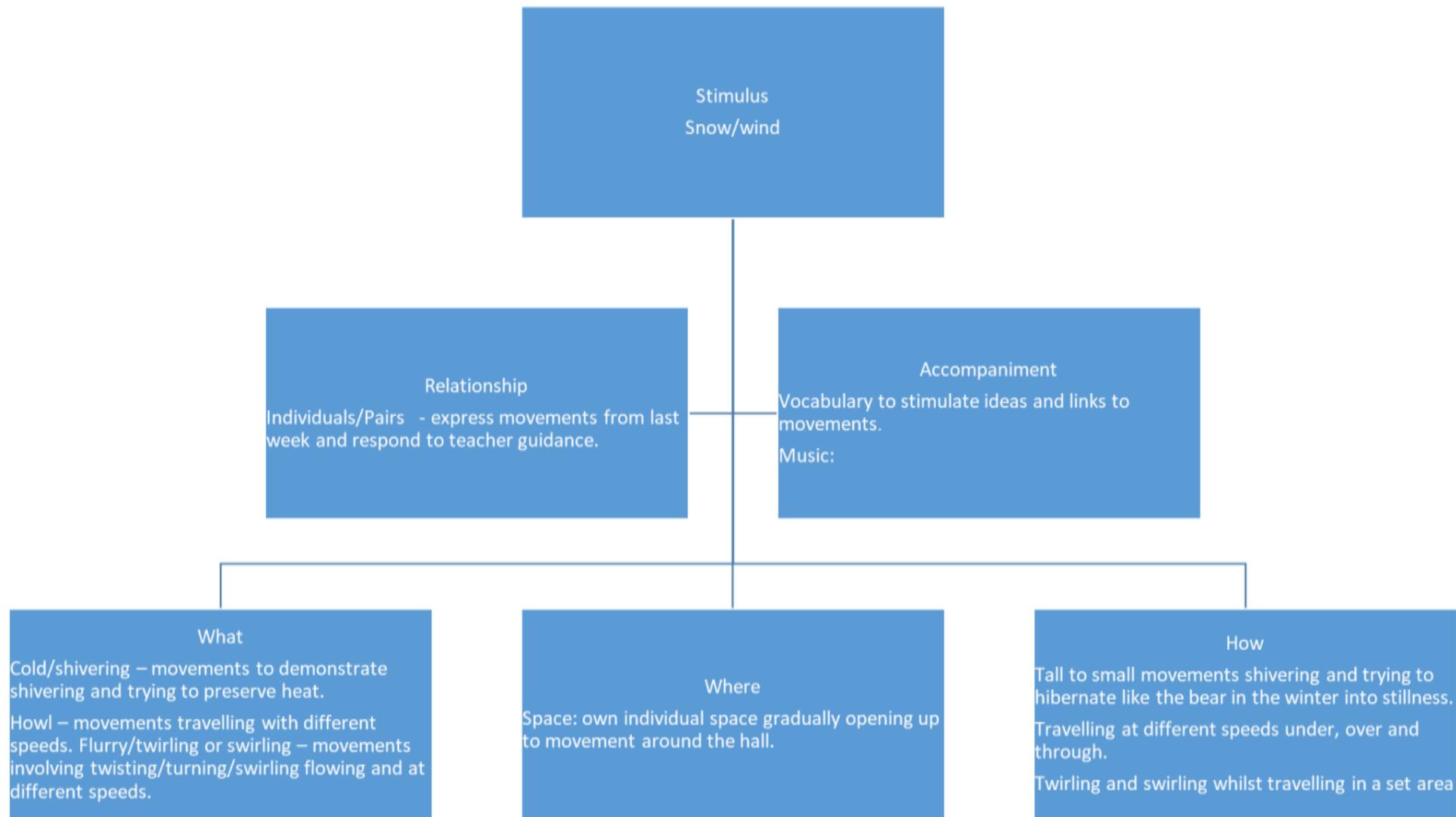
Dance week 4



Dance week 5



Dance week 6



	<u>Autumn Term1</u> <u>11th, 18th, 25th</u> <u>September 2,9,16</u> <u>October</u>
<u>Year 2</u>	<u>Movement to music (Dance)</u>

The theme around this work will be the weather

Movement themes: Body – What; Dynamic/effort quality – How; Space – Where; Relationships – With Whom/What.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Movement to music (dance)	Stimulus: Thunder/lightning/rain	Stimulus: Thunder/lightning/rain	Stimulus: Sunshine/heatwave	Stimulus: Sunshine/heatwave	Stimulus: Snow/hail stones	Stimulus: Snow/hail stones

	Music:	Music:	Music	Music:	Music:	Music:
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Pupils should be taught to:

- perform dances using simple movement patterns.