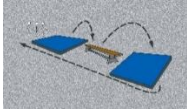


**PE – Year 1 – Autumn 1 – Gymnastics - MTP**

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p><b>Key stage 1</b></p> <p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>1</b></p> <p>Finding and Using Space</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Pupils should develop fundamental movement skills – running, jumping, hopping, galloping, skipping, leaping</p>	<p>Carry and place equipment safely.</p> <p>To travel in different ways, changing direction and speed.</p> <p>To hold a simple body shape.</p>	<p>I know how to travel across the floor in different ways (walking, running, jumping).</p> <p>I understand the importance of carrying equipment and how to place it safely when other children/adults are around.</p>	<p>Moving into spaces in a variety of ways – walking, running, jumping, hopping, galloping, skipping, leaping.</p> <p>Place out equipment with children's help – carrying equipment safely (holding mat at their side but always walking forwards).</p> <p>Travel over the mats in different ways, continuing to talk about travelling in a space and freezing when told.</p>
	<p><b>2</b></p> <p>Body Shapes</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To recognise and copy contrasting actions – small/tall, narrow/wide, straight/curved.</p>	<p>I know how to travel across the floor by changing my body shape (tall/small).</p> <p>I know how to perform basic shapes on the floor (on my back, on my front, on my side, bottom and feet).</p>	<p>Using their bodies to create a variety of shapes – straight/curved shapes, wide/narrow shapes, tall/short shapes – begin to link these into a simple phrase.</p> <p>Discuss how their muscles/body feels when they stretch/go loose.</p>

<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>				<p>I understand that it is important to stretch my muscles before starting any activity so I don't cause an injury.</p>	
	<p><b>3</b></p> <p>Travelling Over Mats and Hoops</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>Carry and place equipment safely.</p> <p>To travel in different ways, changing direction and speed.</p>	<p>I know how to use the equipment safely by following instructions and carefully placing them.</p> <p>I know how to travel (walking, jumping, sliding) across equipment (mats and benches) safely.</p>	<p>Place out equipment with children's help – carrying equipment safely (holding mat at their side but always walking forwards).</p> <p>Using their travelling movement phrase (from previous lessons), children are to travel over the mats and hoops – think about how the equipment can be incorporated e.g. jumping into the hoop.</p>
	<p><b>4</b></p> <p>Rolls</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>Carry and place equipment safely.</p> <p>To move by rolling sideways.</p>	<p>I understand that I can travel across the floor using different techniques. (Walking, jumping, hopping, sliding.)</p> <p>I know how to perform a roll/s (teddy bear roll, pencil roll &amp; gambol) safely</p>	<p>Revise floor work from previous lessons.</p> <p>Place out, with children's support, mats. Demonstrate different rolls and give children change to practise these rolls.</p>

	<p><b>5</b> Travelling with a Partner</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Carry and place equipment safely.</p> <p>To move by rolling sideways.</p> <p>I can copy and imitate simple movement sequences.</p> <p>To link two actions to make a sequence.</p>	<p>I understand that different movements can be linked together to create a sequence.</p> <p>I know that a sequence can have a beginning, middle and end.</p>	<p>Put the children into pairs – A and B. One child is to create a phrase of gymnastics movements and the other is to copy – swap over. They are to incorporate mats and hoops.</p> <p>As in previous lessons, children are to place out equipment safely.</p>
	<p><b>6</b> Travelling Over Mats and Benches</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Pupils should develop fundamental movement skills - balance</p>	<p>Carry and place equipment safely.</p> <p>To travel in different ways, changing direction and speed.</p> <p>To hold a simple balance.</p>	<p>I understand that I can use different parts of my body to travel (feet, back, hands &amp; knees).</p> <p>I know how to use equipment safely and I am able to follow instructions to set out areas.</p> <p>I know how to and can confidently combine</p>	<p>Introduce travelling using different parts of their bodies e.g. lying on their stomach, on their back, crawling on hands and knees.</p> <p>Place out – with children's support – mats and benches.</p>  <p>Children are to travel over the mats and benches using different levels –</p>

			<p>To climb safely with support.</p> <p>To move by rolling sideways.</p>	<p>gymnastics skills in shape, travel, jumps and balance.</p>	<p>rolls may be used when travelling on benches. Introduce a balance at the start and end of the travel using different body patches to show a clear beginning and end.</p>
	<p><b>7</b> Continuing Partner Work</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Become increasingly competent and confident</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Carry and place equipment safely.</p> <p>To travel in different ways, changing direction and speed.</p> <p>To link two actions to make a sequence – through using a simple jump, climb with support, rolling sideways and balance.</p> <p>Perform using a range of actions and body parts with some coordination</p>	<p>I understand that movements can be created by a group of children and can follow other children's instructions/movement.</p> <p>I know how incorporate different jumps into a routine and understand how to do it safely. (bounce using feet, tucked jump, straight jump, jump from one foot to two).</p>	<p>Put children into pairs – one child is to create a movement phrase and the other is to copy – swap children over. Incorporate the bench and mat layout of equipment from Lesson 6.</p> <p>Can they now introduce a jump into their sequence?</p>

			Begin to perform skills with some control.		
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**PE – Year 1 – Autumn 2 – Dance - MTP**

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p><b>Key stage 1</b></p> <p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>1</b></p> <p>High and Low Levels</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To show high and low levels of movement.</p>	<p>I know I can make different shapes using my body (large and small).</p> <p>I understand how to perform basic dance actions with some understanding of the mood or feeling of the music.</p> <p>I understand special awareness and how it is important to keep my distance from others when working independently.</p>	<p>- Seaside music, introducing high and low levels .e.g. a high level would be stretching up tall, a low level would be crouching down to pick up shells.</p>
	<p><b>2</b></p> <p>Partner Work</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To work with a partner/small group to create a phrase through copy and repeat.</p> <p>To show high and low levels of movement.</p>	<p>I know that dance routines can be performed with a partner/group.</p> <p>I know how to demonstrate different travelling actions (walking, stepping, running, skipping, galloping, creeping, rolling, sliding, and hopping) at different speeds and heights</p> <p>I understand how to perform simple routines that mirror my partner.</p>	<p>Build on the dance, from previous lessons, by introducing a section of the dance with a partner; children are to find a partner and tip-toe down to the beach.</p> <p>Performing their dance to others</p>

<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Phrases</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To link simple movements together to create a phrase through copy and repeat.</p> <p>To show high and low levels of movement.</p>	<p>I know that dance routines can be repeated sequences (phrases).</p>	<p>Introduce what a phrase is; a sequence of movements that stream well into each other. E.g. pretending to swim into holding your nose and diving down.</p> <p>Practise a range of phrases together and begin to apply these phrases into the dance.</p>
	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Group Work</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>They should be able to engage in competitive (against self and against others) physical activities, in a range of increasingly challenging situations.</p>	<p>To link simple movements together to create a phrase through copy and repeat.</p> <p>To show high and low levels of movement.</p> <p>To begin to show expression when dancing.</p>	<p>I know how to work in small groups to create dance routines.</p> <p>I understand the importance of keeping in time with a steady beat to perform a dance phrase.</p>	<p>Introduce a range of four different phrases e.g. creating a sandcastle, swimming in the sea, sunbathing, riding a donkey. Split the class into four groups so they can practise working together to perform these phrases – performing in time with each other. Recap knowledge of different levels of movement during this.</p> <p>Discuss and teach using expression during these different phrases.</p>

	<p><b>5</b> Practising Complete Dance</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Become increasingly competent and confident</p>	<p>To link simple movements together to create a phrase through copy and repeat.</p> <p>To show high and low levels of movement.</p> <p>To begin to show expression when dancing.</p>	<p>I understand how to copy and perform simple actions/movements and rhythmic patterns.</p>	<p>Work together to put the whole dance sequence together – high and low levels, partner work, group work and phrases – recapping all previously learnt skills.</p>
	<p><b>6</b> Performance and Evaluating</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To link simple movements together to create a phrase through copy and repeat.</p> <p>To show high and low levels of movement.</p>	<p>I understand the importance of giving feedback to others, so it helps develop their progress and routines.</p> <p>I know that feedback from children and adults is helping improve my routine.</p>	<p>Children are to have time to practise their whole sequence dance.</p> <p>Split the class into two halves and perform their dance.</p> <p>Children are to discuss:</p>



		<p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Become increasingly competent and confident</p>	<p>To begin to show expression when dancing.</p> <p>To use simple dance language to discuss what they have done.</p> <p>To begin to say how they may change a dance in order to improve.</p>		<ul style="list-style-type: none"> <li>• What they have done</li> <li>• What others have done</li> <li>• What they liked about the dance</li> <li>• How the dance could be improved</li> </ul> <p>When children are discussing, encourage use of correct terminology.</p>
	<p><b>7</b></p> <p>Applying Skills to Create Own Dance</p>	<p>Perform dances using simple movement patterns.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p> <p>Engage in co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>To begin to apply imitated actions to own imagination phrases.</p> <p>To use simple dance language to discuss what they have done.</p> <p>To begin to say how they may change a dance in order to improve.</p>	<p>I know how to work in small groups and use the space thoughtfully and carefully.</p> <p>I understand the importance of working in unison and mirroring others within my group.</p> <p>I know what language to use when creating a sequence e.g. phrase, travel, mirror.</p>	<p>Put the children into smaller groups (approximately 6-8 children).</p> <p>Play a piece of other seaside music and give the children chance to apply their skills that they have developed to create their own seaside dance.</p> <p>Children are to use simple dance language to discuss what they have done – e.g. used levels, expression.</p>

		Become increasingly competent and confident			
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<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>					
	<p><b>3</b></p> <p>Running (Distance)</p>	<p>Pupils should develop fundamental movement skills - running</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running and begin to apply these in a range of activities.</p>	<p>To run with basic technique in a straight line.</p>	<p>I know that running longer distances means I need to slow my speed down to ensure I do not become tired too quickly.</p> <p>I understand that taking deep breaths when running will allow more air into my lungs and allow me to run for longer.</p>	<p>Recap skills needed for running – swinging arms, using high knees. Discuss how for distance running they need to pace.</p> <p>Give children opportunities to practise long distance running – e.g. track running.</p>
	<p><b>4</b></p> <p>Running (Relay)</p>	<p>Pupils should develop fundamental movement skills - running</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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.</p> <p>Master basic movements including running and begin to apply these in a range of activities.</p>	<p>To run with basic technique in a straight line.</p> <p>To begin to vary pace when running.</p> <p>To maintain some control when changing direction whilst jogging or running.</p> <p>Engage in competitive and collaborative activities and team games.</p>	<p>I understand that working in a team will allow me to achieve my goal.</p> <p>I understand how to take part in a competition by competing against myself or others to improve my personal bests.</p>	<p>Recap skills needed for running.</p> <p>Relay style games – working together in a team to run and retrieve items from a set distance before swapping over. To build on last week's lesson, introduce competition between teams – e.g. which team can collect all the items the quickest?</p>

	<p><b>5</b> Jumping (Height)</p>	<p>Pupils should develop fundamental movement skills - jumping</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including jumping and begin to apply these in a range of activities.</p>	<p>To jump using two feet.</p> <p>To jump as far/high as possible.</p>	<p>I know how to jump safely to ensure I do not hurt myself (knees bent, spring from heels and landing on the balls of feet).</p> <p>I know I can use different jumping techniques to travel (jumping for distance or jumping for height).</p>	<p>Introduce how to jump on the spot – with feet and knees together; bending knees, swinging arms and springing from heels.</p> <p>Play a jumping for height game such as ‘Kangaroos’ – children are to travel to a hoop and then jump as high as they can in the hoop, then move to another hoop and jump again. The different colour hoops can correspond to different heights.</p>
	<p><b>6</b> Jumping (Distance)</p>	<p>Pupils should develop fundamental movement skills - jumping</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including jumping and begin to apply these in a range of activities.</p>	<p>To jump using two feet.</p> <p>To jump as far/high as possible.</p>	<p>I know how to jump (2 feet to 2 feet, 1 foot to 2 feet...)</p> <p>I know that bending my knees, leaning slightly forward and pushing off will allow me to jump further in distance.</p>	<p>Introduce how to jump on the spot to cover a distance – with feet and knees together; bending knees, leaning forward, swinging arms back.</p> <p>Jumping activities – e.g. a frog jumping game (jumping from one lily pad to another), measuring how far someone can jump etc. These activities may be</p>

					carried out in a rotation style lesson.
	7 Jumping and Running Obstacle (Hurdles)	<p>Pupils should develop fundamental movement skills – running and jumping</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	<p>To jump using two feet to jump as high/far as possible.</p> <p>To run with basic technique in a straight line.</p> <p>To maintain some control when changing direction whilst jogging or running.</p> <p>To begin to vary pace when running.</p> <p>To perform learnt skills with some control.</p>	<p>I understand the importance of setting out equipment safely to ensure myself and others do not get hurt.</p> <p>I know that I can use different jumping techniques to achieve different goals/results (distance/height).</p>	<p>Recap running and jumping skills.</p> <p>Children are to take part in a running and jumping obstacle style lesson – incorporating equipment such as hurdles. E.g. jump for distance to start, run to a hoop, jump for height etc.</p>

**PE – Year 1 – Spring 2 – Ball Skills (Hands) - MTP**

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p><b>Key stage 1</b></p> <p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p>	<p>1</p> <p>Rolling</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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.</p>	<p>To roll a ball.</p> <p>Use rolling skills in a game.</p> <p>To begin to use the terms attacking and defending.</p> <p>Use simple defence skills such as blocking an opponent with guidance.</p>	<p>I know that I can hold a ball in the palm of my hand and wrap my fingers around it.</p> <p>I know that I can roll a ball by bending over, swinging my arm back and then forward and releasing the ball when my arm is just in front of me.</p> <p>I understand that coordination will help me aim the ball in the direction I want it to go.</p> <p>I understand how to play simple games by following rules and working with or against others.</p>	<p>Introducing how to hold the ball – in their palms, under armpits and then how to hold a ball using different parts of their body.</p> <p>Introduce how to roll a ball – gentle pats and then practise rolling the ball along the floor. Then rolling a ball with a partner.</p> <p>Rolling the ball – consolidation through simple partner/small group games:</p> <ul style="list-style-type: none"> <li>- Rolling a ball into an opponent's hoop.</li> <li>- Rolling a ball over the opponent's line.</li> </ul> <p>Introduce how we can stop the ball going into our hoop (defending) – making sure we are stood in front of the line of the ball, using our hands or feet to stop the ball.</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>2</p> <p>Balancing</p>	<p>Pupils should develop fundamental movement skills, - balancing</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>To balance an object using simple techniques.</p> <p>To travel in different ways in different directions.</p>	<p>I understand that having balance requires me to have my head still and feet shoulders width apart.</p> <p>I know that I need to have good special awareness when moving around to ensure I do</p>	<p>Balancing beanbags on different parts of the body and moving e.g. balancing a beanbag on your shoulder and walking.</p> <p>Balancing a beanbag on a racket and again moving – moving around obstacles.</p>

<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>		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		not bump into anything/anyone.	Balancing a ball on a racket and moving – e.g. moving round obstacles.
	3 Striking	<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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</p>	To begin to develop basic striking, sending and receiving skills.	<p>I know that I need to keep my eye on the object when striking it with a bat/racket.</p> <p>I know that I need to keep my head still when striking an object with a bat/racket.</p> <p>I understand that having two hands on the bat/racket will give me better control.</p>	<p>Recap ways that we are able to move whilst balancing a ball or beanbag.</p> <p>Introduce skills needed to be able to strike a beanbag when it is thrown – keep your eye on the beanbag, use two hands on the racket with your strong hand and try to strike with the middle of the racket. When throwing children are to make sure they throw directly to the racket.</p> <p>Children are to work in pairs to practise sending, receiving and striking a beanbag using a racket. Progress onto a ball and repeat activities.</p>
	4 Throwing	<p>Pupils should develop fundamental movement skills,</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Access a broad range of opportunities to extend their agility,</p>	To throw underarm.  Engage in competitive and collaborative activities and team games.	<p>I know to keep my eye on the target to ensure I aim at the target.</p> <p>I know I must swing my arm back and then forward like a cradle when throwing underarm.</p>	<p>Introduce how to throw a beanbag underarm.</p> <p>Rotation of activities:</p> <ul style="list-style-type: none"> <li>Throwing beanbags at a variety of targets using an underarm throw e.g. cones</li> <li>Throwing beanbags into hoops</li> </ul>



		<p>balance and coordination, individually and with others.</p> <p>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.</p> <p>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</p>			<ul style="list-style-type: none"> <li>• Seeing who can throw a beanbag the furthest</li> </ul>
	<p><b>5</b> Catching</p>	<p>Pupils should develop fundamental movement skills</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>	<p>To begin to catch consistently.</p>	<p>I know I need to keep my eye on the object when catching.</p> <p>I know I have to have my hands together, palms open (like reading a book) and pointing towards the ground when catching.</p>	<p>Discussing good movement needed for catching – e.g. using two hands, keeping your eye on the ball.</p> <p>Throwing a variety of size balls into the air and then catching again. As the lesson progresses, encourage the ball to be thrown higher. This could be started with a beanbag rather than ball.</p> <p>Increase difficulty – throwing the ball, turning in a circle and then catching the ball.</p>

		and begin to apply these in a range of activities			
	6 Throwing and Catching	<p>Pupils should develop fundamental movement skills.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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.</p> <p>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</p>	<p>To throw underarm.</p> <p>To begin to catch consistently.</p> <p>Engage in competitive and collaborative activities and team games.</p>	<p>I know I need to keep my eye on the object when catching.</p> <p>I know I have to have my hands together, palms open (like reading a book) and pointing towards the ground when catching.</p> <p>I know to keep my eye on the target to ensure I aim at the target.</p> <p>I know I must swing my arm back and then forward like a cradle when throwing underarm.</p>	<p>Recap skills needed for throwing and catching.</p> <p>Pair children up – children are to stand opposite each other and practise throwing and catching various equipment at different distances.</p> <p>Hot potato style game with a small group – which group/team can do it the quickest?</p>
	7 Bouncing	Access a broad range of opportunities to extend their agility,	To bounce a ball with some control.	I know that pushing the ball down with more force will cause it to bounce higher.	Introduce how to bounce a ball: beginning by throwing the ball into the air and letting the ball bounce before progressing onto

		<p>balance and coordination, individually and with others.</p> <p>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</p>	<p>Engage in competitive and collaborative activities and team games.</p>	<p>I understand that using two hands to pass the ball bouncing will give me better control and aim.</p>	<p>pushing the ball down to the ground with two hands and then one hand.</p> <p>Provide opportunities to practise with a partner.</p>
	<p><b>8</b></p> <p>Bouncing Continued (can be combined with previous lesson)</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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.</p> <p>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</p> <p>Become increasingly competent and confident</p>	<p>To bounce a ball with some control.</p> <p>Engage in competitive and collaborative activities and team games.</p> <p>To begin to use the terms attacking and defending.</p> <p>Use simple defence skills such as blocking an opponent with guidance.</p>	<p>I know how to play safely with other children.</p> <p>I understand how to play games by following simple rules.</p>	<p>Bouncing the ball – consolidation through simple games:</p> <ul style="list-style-type: none"> <li>• Bounce a ball into an opponent's (partner) hoop. Introduce the concept of defending their hoop – to try and stop their partner being able to bounce the ball into the hoop</li> <li>• Bounce a ball over the opponent's (partner) line.</li> </ul>

