



LITERATURE-LED
CURRICULUM

PHYSICAL EDUCATION

Curriculum Intent

Spa's Physical Education curriculum aims to equip pupils so that they will:



apply and **develop** a broad **range of skills**, learning how to use them in different ways in order to **evaluate and recognise** their own **successes** in a **range of physical activities**.



be **physically active** for sustained periods of time.



engage in **competitive sports** and activities, learning to **collaborate** and **compete**.



create **positive relationships** with **physical activity for life**.

Curriculum Map



Year 3

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆
- I know where I am with my learning and I have begun to challenge myself ■
- I try several times if at first I don't succeed and I ask for help when appropriate ▲

Unit 2



- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ◆
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ■
- I can help praise and encourage others in their learning ▲

Unit 3



- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ◆
- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ■
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ▲

Unit 4



- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ■
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲

Unit 5



- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲

Unit 6



- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ◆
- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ■
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲

Weeks

Fundamental Movement Skill Focus

1-6

Skill – Coordination:
Footwork
(FUNS Station 10)

Cool Down – Static Balance:
One Leg
(FUNS Station 1)

7-12

Skill – Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)

Cool Down – Static Balance:
Seated
(FUNS Station 2)

13-18

Skill – Dynamic Balance:
On a Line
(FUNS Station 5)

Cool Down – Coordination:
Ball Skills
(FUNS Station 9)

19-24

Skill – Coordination:
Sending and Receiving
(FUNS Station 8)

Cool Down – Counter Balance:
With a Partner
(FUNS Station 7)

25-30

Skill – Agility:
Reaction/Response
(FUNS Station 12)

Cool Down – Static Balance:
Floor Work
(FUNS Station 3)

31-36

Skill – Agility:
Ball Chasing
(FUNS Station 11)

Cool Down – Static Balance:
Stance
(FUNS Station 4)

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Hi Baby!	Matching Pairs – Personal Best Challenge			Time Shares
2	Hi Baby!	Balloon Balance – Personal Best Challenge			Time Shares
3	Hi Baby!	Coordination: Footwork (FUNS 10) – Challenges	Footwork Games	Static Balance: One Leg (FUNS 1) – Challenges	Time Shares
4	Hi Baby!	Coordination: Footwork (FUNS 10) – Challenges	Follow the Leader	Static Balance: One Leg (FUNS 1) – Challenges	Time Shares
5	Race Walking	Coordination: Footwork (FUNS 10) – Challenges	Mirroring & Matching	Mirror Image	Time Shares
6 (Revisit assessment)	Race Walking	Coordination: Footwork (FUNS 10) – Challenges	Mirror Challenge	Mirror Challenge	Time Shares
		Matching Pairs – revisit Personal Best Challenge			Time Shares
		Balloon Balance – revisit Personal Best Challenge			Time Shares

Unit 1

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	All Change	3 Limb Race – Personal Best Challenge			Reverse Time shares
2	All Change	Getting Around Us – Personal Best Challenge			Reverse Time shares
3	All Change	Dynamic Balance: On a Line (FUNS 5) – Challenges	Follow the Leader	Coordination: Ball Skills (FUNS 9) – Challenges	Reverse Time shares
4	All Change	Dynamic Balance: On a Line (FUNS 5) – Challenges	Raise the Level	Coordination: Ball Skills (FUNS 9) – Challenges	Reverse Time shares
5	To Bank or Not to Bank?	Dynamic Balance: On a Line (FUNS 5) – Challenges	Balance Circuit	Getting Around Us	Reverse Time shares
6 (Revisit assessment)	To Bank or Not to Bank?	Dynamic Balance: On a Line (FUNS 5) – Challenges	Travel and Turn Differently	All Routes	Reverse Time shares
		3 Limb Race – revisit Personal Best Challenge			Reverse Time shares
		Getting Around Us – revisit Personal Best Challenge			Reverse Time shares







Unit 3

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Shape Up!	Develop Combinations – Personal Best Challenge			Roles on a Bus
2	Shape Up!	Exchange Objects – Personal Best Challenge			Roles on a Bus
3	Shape Up!	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Stepping Stones Crossing	Static Balance: Seated (FUNS 2) – Challenges	Roles on a Bus
4	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Stepping Stones	Static Balance: Seated (FUNS 2) – Challenges	Roles on a Bus
5	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Develop Combinations (cooperative)	Find and Select Shapes	Roles on a Bus
6 (Revisit assessment)	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Follow the Leader	Exchange Objects in 4s	Roles on a Bus
		Develop Combinations – revisit Personal Best Challenge			Roles on a Bus
		Exchange Objects – revisit Personal Best Challenge			Roles on a Bus







Unit 2

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Like Clockwork	Juggle Challenge – Personal Best Challenge			Badge of Honour
2	Like Clockwork	Roller Ball – Personal Best Challenge			Badge of Honour
3	Like Clockwork	Coordination: Sending and Receiving (FUNS 8) – Challenges	Collect Your Rebound	Counter Balance: With a Partner (FUNS 7) – Challenges	Badge of Honour
4	Like Clockwork	Coordination: Sending and Receiving (FUNS 8) – Challenges	Send and Receive in Order	Counter Balance: With a Partner (FUNS 7) – Challenges	Badge of Honour
5	Team Juggling	Coordination: Sending and Receiving (FUNS 8) – Challenges	Explore and Compare	Lean Away	Badge of Honour
6 (Revisit assessment)	Team Juggling	Coordination: Sending and Receiving (FUNS 8) – Challenges	Collect Different Rebound	Lean On Me	Badge of Honour
		Juggle Challenge – revisit Personal Best Challenge			Badge of Honour
		Roller Ball– revisit Personal Best Challenge			Badge of Honour

Unit 4

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Continuous Relay 	Quick off the Mark – Personal Best Challenge Front Curling – Personal Best Challenge			Comfort, Stretch, Panic
2	Continuous Relay 	Agility: Reaction/Response (FUNS 12) – Challenges	Cooperative Challenges	Static Balance: Floor Work (FUNS 3) – Challenges	Comfort, Stretch, Panic
3	Continuous Relay 	Agility: Reaction/Response (FUNS 12) – Challenges	Copy Your Partner	Static Balance: Floor Work (FUNS 3) – Challenges	Comfort, Stretch, Panic
4	Balloon Champs! (using balls) 	Agility: Reaction/Response (FUNS 12) – Challenges	Link Skills	Reverse Formation	Comfort, Stretch, Panic
5	Balloon Champs! (using balls) 	Agility: Reaction/Response (FUNS 12) – Challenges	2 Ball Challenge	Distance Objects	Comfort, Stretch, Panic
6 (Revisit assessment)	Balloon Champs! (using balls) 	Quick off the Mark – revisit Personal Best Challenge Front Curling – revisit Personal Best Challenge			Comfort, Stretch, Panic

Unit 5

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Inside Out 	Tunnels – Personal Best Challenge Balance Transfer – Personal Best Challenge			Always, Sometimes, Rarely
2	Inside Out 	Agility: Ball Chasing (FUNS 11) – Challenges	Timing Through Cooperation	Static Balance: Stance (FUNS 4) – Challenges	Always, Sometimes, Rarely
3	Inside Out 	Agility: Ball Chasing (FUNS 11) – Challenges	Awareness Challenges	Static Balance: Stance (FUNS 4) – Challenges	Always, Sometimes, Rarely
4	Rock, Paper, Scissors 	Agility: Ball Chasing (FUNS 11) – Challenges	Develop Combinations	Develop Combinations	Always, Sometimes, Rarely
5	Rock, Paper, Scissors 	Agility: Ball Chasing (FUNS 11) – Challenges	Grand Prix Qualifying (adapted for ball chasing)	Mirror Challenge	Always, Sometimes, Rarely
6 (Revisit assessment)	Rock, Paper, Scissors 	Tunnels – revisit Personal Best Challenge Balance Transfer – revisit Personal Best Challenge			Always, Sometimes, Rarely

Unit 6

Curriculum Map



Year 4

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆
- I know where I am with my learning and I have begun to challenge myself ■
- I try several times if at first I don't succeed and I ask for help when appropriate ▲

Unit 2



- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ◆
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ■
- I can help praise and encourage others in their learning ▲

Unit 3



- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ◆
- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ■
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ▲

Unit 4



- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ■
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲

Unit 5



- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲

Unit 6



- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ◆
- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ■
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲

Weeks

Fundamental Movement Skill Focus

1-6

Skill – Coordination:
Footwork
(FUNS Station 10)

Cool Down – Static Balance:
One Leg
(FUNS Station 1)

7-12

Skill – Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)

Cool Down – Static Balance:
Seated
(FUNS Station 2)

13-18

Skill – Dynamic Balance:
On a Line
(FUNS Station 5)

Cool Down – Coordination:
Ball Skills
(FUNS Station 9)

19-24

Skill – Coordination:
Sending and Receiving
(FUNS Station 8)

Cool Down – Counter Balance:
With a Partner
(FUNS Station 7)

25-30

Skill – Agility:
Reaction/Response
(FUNS Station 12)

Cool Down – Static Balance:
Floor Work
(FUNS Station 3)

31-36

Skill – Agility:
Ball Chasing
(FUNS Station 11)

Cool Down – Static Balance:
Stance
(FUNS Station 4)

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Hi Baby!	Matching Pairs – Personal Best Challenge			Time Shares
2	Hi Baby!	Balloon Balance – Personal Best Challenge			Time Shares
3	Hi Baby!	Coordination: Footwork (FUNS 10) – Challenges	Select Footwork Patterns	Static Balance: One Leg (FUNS 1) – Challenges	Time Shares
4	Race Walking	Coordination: Footwork (FUNS 10) – Challenges	Task Cards	Static Balance: One Leg (FUNS 1) – Challenges	Time Shares
5	Race Walking	Coordination: Footwork (FUNS 10) – Challenges	Through the Gates	Counter Balance	Time Shares
6 (Revisit assessment)	Race Walking	Coordination: Footwork (FUNS 10) – Challenges	Footwork Assault Course	Pick Up Put Down	Time Shares
Matching Pairs – revisit Personal Best Challenge					Time Shares
Balloon Balance – revisit Personal Best Challenge					Time Shares

Unit 1

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	All Change	3 Limb Race – Personal Best Challenge			Reverse Time Shares
2	All Change	Getting Around Us – Personal Best Challenge			Reverse Time Shares
3	All Change	Dynamic Balance: On a Line (FUNS 5) – Challenges	Go Backwards	Coordination: Ball Skills (FUNS 9) – Challenges	Reverse Time Shares
4	To Bank or Not to Bank?	Dynamic Balance: On a Line (FUNS 5) – Challenges	Mirror/ Match/ Contrast	Coordination: Ball Skills (FUNS 9) – Challenges	Reverse Time Shares
5	To Bank or Not to Bank?	Dynamic Balance: On a Line (FUNS 5) – Challenges	Original Sequence	Take Giant Strides g	Reverse Time Shares
6 (Revisit assessment)	To Bank or Not to Bank?	Dynamic Balance: On a Line (FUNS 5) – Challenges	Training Circuit	Go Around in Circles	Reverse Time Shares
3 Limb Race – revisit Personal Best Challenge					Reverse Time Shares
Getting Around Us – revisit Personal Best Challenge					Reverse Time Shares







Unit 3

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Shape Up!	Develop Combinations – Personal Best Challenge			Roles on a Bus
2	Shape Up!	Exchange Objects – Personal Best Challenge			Roles on a Bus
3	Shape Up!	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Stepping Stones Relay	Static Balance: Seated (FUNS 2) – Challenges	Roles on a Bus
4	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Perform Sequences	Static Balance: Seated (FUNS 2) – Challenges	Roles on a Bus
5	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Combinations for Distance	Seated Tandem Cycling	Roles on a Bus
6 (Revisit assessment)	Dice Frenzy	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	5 Jump Combinations	Order Shapes	Roles on a Bus
Develop Combinations – revisit Personal Best Challenge					Roles on a Bus
Exchange Objects – revisit Personal Best Challenge					Roles on a Bus




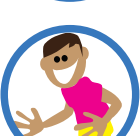
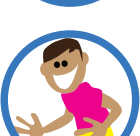
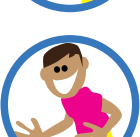
Unit 2

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Like Clockwork	Juggle Challenge – Personal Best Challenge			Badge of Honour
2	Like Clockwork	Roller Ball – Personal Best Challenge			Badge of Honour
3	Like Clockwork	Coordination: Sending and Receiving (FUNS 8) – Challenges	2 v 2 Throw Squash	Counter Balance: With a Partner (FUNS 7) – Challenges	Badge of Honour
4	Team Juggling	Coordination: Sending and Receiving (FUNS 8) – Challenges	Send and Receive Circuits	Counter Balance: With a Partner (FUNS 7) – Challenges	Badge of Honour
5	Team Juggling	Coordination: Sending and Receiving (FUNS 8) – Challenges	Beat the Buzzer	Combine and Contrast	Badge of Honour
6 (Revisit assessment)	Team Juggling	Coordination: Sending and Receiving (FUNS 8) – Challenges	Creative Squash	Supporting Weight	Badge of Honour
Juggle Challenge – revisit Personal Best Challenge					Badge of Honour
Roller Ball – revisit Personal Best Challenge					Badge of Honour

Unit 4

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Continuous Relay 	Quick off the Mark – Personal Best Challenge			Comfort, Stretch, Panic
2	Continuous Relay 	Front Curling – Personal Best Challenge			Comfort, Stretch, Panic
3	Continuous Relay 	Agility: Reaction/Response (FUNS 12) – Challenges	Competitive Challenge	Static Balance: Floor Work (FUNS 3) – Challenges	Comfort, Stretch, Panic
4	Balloon Champs! (using balls) 	Agility: Reaction/Response (FUNS 12) – Challenges	Adapt & Respond	Static Balance: Floor Work (FUNS 3) – Challenges	Comfort, Stretch, Panic
5	Balloon Champs! (using balls) 	Agility: Reaction/Response (FUNS 12) – Challenges	Keep Possession	Reverse Formation	Comfort, Stretch, Panic
6 (Revisit assessment)	Balloon Champs! (using balls) 	Agility: Reaction/Response (FUNS 12) – Challenges	Competitive Challenge 2	Front Support Hockey	Comfort, Stretch, Panic
		Quick off the Mark – revisit Personal Best Challenge			Comfort, Stretch, Panic
		Front Curling – revisit Personal Best Challenge			

Unit 5

Lesson	Warm-up	Skill	Application	Cool Down	Review
1 (Baseline assessment)	Inside Out 	Tunnels – Personal Best Challenge			Always, Sometimes, Rarely
2	Inside Out 	Balance Transfer – Personal Best Challenge			Always, Sometimes, Rarely
3	Inside Out 	Agility: Ball Chasing (FUNS 11) – Challenges	Timing Through Collaboration	Static Balance: Stance (FUNS 4) – Challenges	Always, Sometimes, Rarely
4	Rock, Paper, Scissors 	Agility: Ball Chasing (FUNS 11) – Challenges	Team Strategy Challenges	Static Balance: Stance (FUNS 4) – Challenges	Always, Sometimes, Rarely
5	Rock, Paper, Scissors 	Agility: Ball Chasing (FUNS 11) – Challenges	Develop Sequences	Keep Away v Intercept	Always, Sometimes, Rarely
6 (Revisit assessment)	Rock, Paper, Scissors 	Agility: Ball Chasing (FUNS 11) – Challenges	Oversee Competition	Perform Sequences	Always, Sometimes, Rarely
		Tunnels – revisit Personal Best Challenge			Always, Sometimes, Rarely
		Balance Transfer – revisit Personal Best Challenge			

Unit 6

Curriculum Map



Year 5/6

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop ◆+
- I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents ◆
- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ■

Unit 2



- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience ◆+
- I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others ◆
- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ■

Unit 3



- I can involve others and motivate those around me to perform better ◆+
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately ◆
- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ■

Unit 4



- I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations ◆+
- I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations ◆
- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ■

Unit 5



- I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme ◆+
- I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity ◆
- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ■

Unit 6



- I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes ◆+
- I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets ◆
- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ■

Weeks

Fundamental Movement Skill Focus

1-6

**Coordination:
Ball Skills**

(FUNS Station 9)

**Agility:
Reaction/Response**
(FUNS Station 12)

7-12

**Static Balance:
Seated**

(FUNS Station 2)

**Static Balance:
Floor Work**
(FUNS Station 3)

13-18

**Dynamic Balance:
On a Line**

(FUNS Station 5)

**Counter Balance:
With a Partner**
(FUNS Station 7)

19-24

**Static Balance:
One Leg**

(FUNS Station 1)

**Dynamic Balance to Agility:
Jumping and Landing**
(FUNS Station 6)

25-30

**Static Balance:
Stance**









(FUNS Station 4)

**Coordination:
Footwork**
(FUNS Station 10)

31-36

**Agility:
Ball Chasing**
(FUNS Station 11)









**Coordination:
Sending and Receiving**
(FUNS Station 8)

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 <small>(Baseline assessment)</small>	Hi Baby!	Throw Tennis 	Coordination: Ball Skills (FUNS 9) – Challenges	Throw Tennis	Secret Stats
2		Throw Tennis 	Agility: Reaction/Response (FUNS 12) – Challenges	Throw Tennis	Secret Stats
3		Throw Tennis 	Ladder Tournament		Secret Stats
4		Endball 	Coordination: Ball Skills (FUNS 9) – Challenges	Endball	Secret Stats
5		Endball 	Agility: Reaction/Response (FUNS 12) – Challenges	Endball	Secret Stats
6 <small>(Revisit assessment)</small>		Endball 	Round Robin Tournament		Secret Stats









Unit 1

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 <small>(Baseline assessment)</small>	Shape Up	River Crossing 	Dynamic Balance: On a Line (FUNS 5) – Challenges	River Crossing	Roles on a Bus
2		River Crossing 	Counter Balance: With a Partner (FUNS 7) – Challenges	River Crossing	Roles on a Bus
3		River Crossing 	Levelling the Playing Field competition		Roles on a Bus
4		Kabadi 	Dynamic Balance: On a Line (FUNS 5) – Training Circuit	Kabadi	Roles on a Bus
5		Kabadi 	Counter Balance: With a Partner (FUNS 7) – Challenges	Kabadi	Roles on a Bus
6 <small>(Revisit assessment)</small>		Kabadi 	Round Robin Tournament with Secret Stats (bonus points for selected Social Skills)		Roles on a Bus









Unit 3

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 <small>(Baseline assessment)</small>	Like Clockwork	Seated Volleyball 	Static Balance: Seated (FUNS 2) – Challenges	Seated Volleyball	Badge of Honour
2		Seated Volleyball 	Static Balance: Floor Work (FUNS 3) – Challenges	Seated Volleyball	Badge of Honour
3		Seated Volleyball 	Bump Ladder Tournament		Badge of Honour
4		Scorpion Handball 	Static Balance: Seated (FUNS 2) – Challenges	Scorpion Handball	Badge of Honour
5		Scorpion Handball 	Static Balance: Floor Work (FUNS 3) – Challenges	Scorpion Handball	Badge of Honour
6 <small>(Revisit assessment)</small>		Scorpion Handball 	Round Robin Tournament		Badge of Honour









Unit 2

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 <small>(Baseline assessment)</small>	All Change	Jumpball 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Jumpball	Comfort, Stretch, Panic
2		Jumpball 	Static Balance: One Leg (FUNS 1) – Challenges	Jumpball	Comfort, Stretch, Panic
3		Jumpball 	Round Robin Tournament		Comfort, Stretch, Panic
4		Jump, Roll, Balance 	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) – Challenges	Jump, Roll, Balance	Comfort, Stretch, Panic
5		Jump, Roll, Balance 	Static Balance: One Leg (FUNS 1) – Challenges	Jump, Roll, Balance	Comfort, Stretch, Panic
6 <small>(Revisit assessment)</small>		Jump, Roll, Balance 	Competition - scored on performance against agreed criteria (to include non-physical aspect)		Comfort, Stretch, Panic

Unit 4

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 (Baseline assessment)	Continuous Relay	Beanbag Raid 	Static Balance: Stance (FUNS 4) – Challenges	Beanbag Raid	Gift Cards
2	Continuous Relay	Beanbag Raid 	Coordination: Footwork (FUNS 10) – Challenges	Beanbag Raid	Gift Cards
3	Continuous Relay	Beanbag Raid 	Continuous Knockout Tournament		Gift Cards
4	Continuous Relay	Dodgeball 	Static Balance: Stance (FUNS 4) – Challenges	Dodgeball	Gift Cards
5	Continuous Relay	Dodgeball 	Coordination: Footwork (FUNS 10) – Challenges	Dodgeball	Gift Cards
6 (Revisit assessment)	Continuous Relay	Dodgeball 	Ladder Tournament		Gift Cards

Unit 5

Lesson	Warm-up	Whole (Game)	Part (Skill)	Whole (Game)	Review
1 (Baseline assessment)	Inside Out	Throlf 	Coordination: Sending and Receiving (FUNS 8) – Challenges	Throlf	Always, Sometimes, Rarely
2	Inside Out	Throlf 	Agility: Ball Chasing (FUNS 11) – Challenges	Throlf	Always, Sometimes, Rarely
3	Inside Out	Throlf 	Levelling the Playing Field Tournament (handicap)		Always, Sometimes, Rarely
4	Inside Out	Scatterball 	Coordination: Sending and Receiving (FUNS 8) – Challenges	Scatterball	Always, Sometimes, Rarely
5	Inside Out	Scatterball 	Agility: Ball Chasing (FUNS 11) – Challenges	Scatterball	Always, Sometimes, Rarely
6 (Revisit assessment)	Inside Out	Scatterball 	Tournament - Knockouts to seed 4 teams (mixed ability)		Always, Sometimes, Rarely

Unit 6



Progression of Skills





TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



LEAD OTHERS

I can involve others and motivate those around me to perform better.



APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.



EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Upper Key Stage 2



CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2



TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1



KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.



MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2



DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2



EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Expected - End of Key Stage 1



RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.