

## Key stage 1 PE core units

<b>Term</b>	<b>FS</b>	<b>Y1</b>	<b>Y2</b>
<b>Autumn 1</b>  <i>Cognition</i>  <b>BALANCE</b>	<b>Real PE/Themed option</b>  Thembi walks the tightrope	<b>Real PE/Themed option</b>  Casper the very clever cat  OR  Pirate Planks	<b>Real PE/Themed option</b>  Wendy's water ski challenge
<b>Autumn 2</b>  <i>Creative</i>  <b>DANCE</b>	<b>Themed</b>	<b>Themed</b>	<b>Themed</b>
<b>Spring 1</b>  <i>Personal</i>  <b>GYMNASTICS</b>	<b>Themed</b>	<b>Themed</b>	<b>Themed</b>
<b>Spring 2</b>  <i>Health and Fitness</i>  <b>AGILITY</b>	<b>Real PE/Themed option</b>  Sammy Squirrels nuts	<b>Real PE/Themed option</b>  Ringo to the rescue	<b>Real PE/Themed option</b>  Journey to the blue planet
<b>Summer 1</b>  <i>Physical</i>  <b>BALL SKILLS</b>	<b>Real PE/Themed option</b>  John and Jasmine learn to juggle	<b>Real PE/Themed option</b>  John and Jasmine learn to juggle	<b>Real PE/Themed option</b>  Clowning around
<b>Summer 2</b>  <i>Social</i>  <b>GAMES</b>	<b>Themed</b>	<b>Themed</b>	<b>Themed</b>

## Foundation Stage

Autumn 1	Content Focus	Assessment Foci
<b>Balance</b>	<b>Story theme:</b> Thembi Walks the Tightrope <b>Fundamental Movement Skill</b> Funs Station 4 - Static balance – small base	<b>Cognitive</b> <ul style="list-style-type: none"> <li>• I can follow simple instructions</li> </ul> <b>Static Balance</b> <ul style="list-style-type: none"> <li>• I can balance on a floor line using the balls of my feet</li> </ul>
	<b>Focus on travel:</b> <b>Children should learn:</b> <ul style="list-style-type: none"> <li>- to use space safely - both personal and general space – travel in different directions – forwards, backwards, sideways, up and down</li> <li>- to recognise directions and travel with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly</li> <li>- to travel on feet in different ways – hopping, bouncing, striding and explore travelling in different ways on hands and feet</li> <li>- identify and use different body parts to travel – identify different body parts and make them work in different ways</li> <li>- work cooperatively to move simple apparatus - use apparatus at every stage to develop ideas on / off / under / in and out of simple apparatus</li> </ul>	
Autumn 2	Content Focus	Assessment Foci
<b>Dance</b>	<b>Focus on performance, composition and appreciation</b> <ul style="list-style-type: none"> <li>- show movement control (e.g. going and stopping), coordination (e.g. moving two body parts at the same time), balance (e.g. standing on one leg) and tension (e.g. holding a shape or stretching to fullest range).</li> <li>- practise performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning</li> <li>- practise travel, turn, jump, gesture and balance with a degree of control and coordination</li> <li>- copy the teacher and repeat short simple phases / actions on their own</li> <li>- remember and repeat short movement patterns</li> <li>- move with confidence and perform to others</li> <li>- respond spontaneously, explore and move to a variety of stimuli and accompaniment</li> <li>- select movements such as starting and finishing positions</li> <li>- explore how movements can be changed and linked together</li> <li>- use simple words to talk about what they see, do and feel in dance</li> </ul>	<b>Creative</b> <ul style="list-style-type: none"> <li>• I can observe and copy others</li> </ul>

Spring 1	Content Focus	Assessment Foci
<b>Gymnastics</b>  <b>Personal</b>	<b>Focus on travel, shape, jumping and weight on hands:</b> <b>Children should learn:</b> - to travel in different curled up / stretched positions – travelling stretched out high – away from the ground / apparatus and stretched out low – as close to the ground as possible - curled up / stretched balances on different body parts - to travel along the floor and apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts), one foot to two feet jumping) - know and understand how to jump, land and sink down safely - to start to link movements together - work cooperatively to move simple apparatus - use apparatus at every stage to develop ideas on / off / under / in and out of simple apparatus	<b>Personal</b> <ul style="list-style-type: none"> <li>I enjoy working on simple tasks with help</li> </ul>
Spring 2	Content Focus	Assessment Foci
	<b>Story theme:</b> Sammy Squirrel and his Rolling Nuts <b>Fundamental Movement Skill</b> Funs Station 11 – Agility – ball chasing	<b>Health and Fitness</b> <ul style="list-style-type: none"> <li>I am aware of the changes to the way I feel when I exercise</li> </ul>
	<b>Focus on using bean bags</b> - practise balancing bean bags on different parts of the body, try whilst walking in different directions - jump, hop etc over bean bags on the floor - pass bean bags round the different parts of the body - practise aiming type activities using underarm throwing and looking at the target - practise throwing into spaces, over lines and at targets - develop throwing and catching skills	<b>Agility</b> <ul style="list-style-type: none"> <li>I can roll and chase a large ball and collect it effectively</li> <li>I can repeat this with my partner rolling the ball for me</li> </ul>

Summer 1	Content Focus	Assessment Foci
<p><b>Ball skills</b></p> <p><b>Physical</b></p>	<p><b>Story theme:</b> John and Jasmine Learn to Juggle</p> <p><b>Fundamental Movement Skill</b> Funs Station 8 – Coordination with equipment</p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• I can move confidently in different ways</li> </ul> <p><b>Coordination with equipment</b></p> <ul style="list-style-type: none"> <li>• I can roll a large ball against a wall and collect the rebound every time</li> <li>• I can roll a small ball against a wall and collect the rebound most of the time</li> <li>• I can repeat the above with a throw catching with two hands using a large ball</li> </ul>
Summer 2	Content Focus	Assessment Foci
<p><b>Games</b></p>	<p><b>Focus on using a ball</b></p> <ul style="list-style-type: none"> <li>- practise rolling and receiving the ball individually and with a partner</li> <li>- pass the ball around different body parts</li> <li>- practise patting and bouncing the ball downwards</li> <li>- individually practise throwing and catching the ball high and low</li> <li>- practise steering activities using the hands and feet</li> <li>- practise aiming at a target, individually and with a partner</li> <li>- practise kicking and dribbling the ball</li> </ul> <p><b>Focus on using hoops and quoits</b></p> <p>Practise using the hoops in imaginative and in different ways, e.g.</p> <ul style="list-style-type: none"> <li>- stepping in and out</li> <li>- jumping over</li> <li>- moving around the outside edge</li> </ul>	<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• I can play with others and take turns and share with help</li> </ul>
<p><b>Running, throwing and jumping</b></p>	<p><b>Focus on running:</b></p> <ul style="list-style-type: none"> <li>- run with control, showing good posture and balance</li> <li>- start, stop and change pace with control in response to instructions</li> <li>- run and change direction</li> <li>- show awareness of space and safety of others</li> </ul> <p><b>Focus on throwing:</b></p> <ul style="list-style-type: none"> <li>- roll a ball accurately</li> <li>- practise throwing different equipment over lines, into space and at targets</li> </ul> <p><b>Focus on jumping:</b></p> <ul style="list-style-type: none"> <li>- practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely</li> <li>- demonstrate control in landing</li> </ul> <p>- explore how to jump high and how to jump far</p>	

## Year 1

Autumn 1	Content Focus	Assessment Foci
<p><b>Cognition (Focus)</b></p> <p><b>Balance</b></p>	<p><b>Story theme:</b> Casper the Very Clever Cat/Pirate Planks</p> <p><b>Fundamental Movement Skill</b> Funs Station 3 – Static balance - floor work</p>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• I can understand and follow simple rules</li> <li>• I can name some things I am good at</li> </ul> <p><b>Static balance – one leg standing</b></p> <ul style="list-style-type: none"> <li>• I can keep my balance whilst squatting on one leg</li> </ul> <p><b>Static balance – floor work</b></p> <ul style="list-style-type: none"> <li>• I can perform a crab position whilst passing an object across my body</li> </ul>
Autumn 2	Content Focus	Assessment Foci
<p><b>Dance</b></p>	<p><b>Focus on performance, composition and appreciation</b></p> <ul style="list-style-type: none"> <li>- know and perform the <b>basic dance actions</b> with some understanding of mood and feeling in relation to the dance idea - demonstrate <b>travelling</b> actions e.g. in a hurry, demonstrate <b>jumping</b> actions e.g. for joy, demonstrate <b>turning</b> actions e.g. away from source, demonstrate <b>gesturing</b> actions e.g. to a friend, demonstrate <b>stillness</b> e.g. waiting for something</li> <li>- go and stop in control showing this in their personal and using general space</li> <li>- demonstrate the ability to hold clear body shapes both in movement and stillness</li> <li>- change and vary actions – demonstrate using contrasting <b>levels, directions</b> and <b>sizes</b> (spatial elements), <b>speeds</b> and <b>weights</b> (dynamic elements)</li> <li>- copy and perform simple movements / rhythmic patterns, perform them in different formations i.e. circle / line / pair</li> <li>- perform short dances within a given structure lining actions to create dance phrases</li> <li>- respond to stimuli</li> <li>- observe each other and themselves dancing in order to identify, describe, recognise and recall movement in relation to actions, space, dynamics and relationships</li> <li>- respond to feedback and give feedback to others using success criteria</li> </ul>	<p><b>Creative</b></p> <ul style="list-style-type: none"> <li>• I can explore and describe different movements</li> </ul>

Spring 1	Content Focus	Assessment Foci
<b>Gymnastics</b>	<p><b>Focus on travel, shape and rotation</b>  Practise exploring specific movements on <b>mats and floor apparatus</b>  Develop these movements on <b>low apparatus</b> before developing further on <b>large climbing apparatus</b></p> <ul style="list-style-type: none"> <li>- hop, bounce, skip in different directions, forwards, sideways and backwards</li> <li>- travel showing long and narrow, wide and short shapes</li> <li>- know and use a variety of ways of travelling in a curled-up shape</li> <li>- make a simple shape for a partner to step over or travel underneath</li> <li>- know, understand and show which parts of the body can be used for spinning or rocking</li> <li>- rock on different parts of the body to stand up or turn over</li> <li>- know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways</li> <li>- show different combinations of shapes (e.g. star shape start with a long thin roll and a stretched position to finish)</li> <li>- transfer, adapt and apply skills, ideas and linked movements to apparatus at every stage of learning</li> <li>- apply, adapt and transfer all these ideas, actions and linked movements to simple low-level apparatus</li> </ul> <p><b>Focus on travel, balance and flight</b>  Practise exploring specific movements on <b>mats and floor apparatus</b>  Develop these movements on <b>low apparatus</b> before developing further on <b>large climbing apparatus</b></p> <ul style="list-style-type: none"> <li>- demonstrate ways of traveling on small and large body parts</li> <li>- know which small parts of the body can safely take weight and show high and low balanced positions using different combinations</li> <li>- balance upon large body parts and know how to make the shape of the balance</li> <li>- select two balances and link them together showing control and change of speed</li> <li>- travel and balance showing an understanding of close to the ground or apparatus and far away from the ground or apparatus</li> <li>- understand the safety implications and show a tucked jump</li> <li>- join together jump, turning movement and stretched balance</li> <li>- bounce using feet in different combinations and repeat a pattern of movements</li> <li>- jump for one foot to two feet and from one foot to the other foot and understand how to land safely</li> <li>- identify, describe and show thin shapes, start shapes and turning jumps</li> <li>- understand high and low level and link two jumps with a low-level movement</li> <li>- link together a jump, safe landing and balance</li> <li>- observe, copy and describe the movements of others' and show a variety of wide and narrow balances</li> </ul>	<p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• I can follow instructions, practise safety and work on simple tasks by myself</li> </ul>
<b>Spring 2</b>	<b>Content Focus</b>	<b>Assessment Foci</b>
<b>Agility</b>  <b>Health and Fitness</b>	<p><b>Story theme:</b>  Ringo to the Rescue</p> <p><b>Fundamental Movement Skill</b>  Funs Station 12 – Agility – reaction/response</p>	<p><b>Health and Fitness</b>  I am aware of why exercise is important for good health</p> <p><b>Agility – reaction/response</b></p> <ul style="list-style-type: none"> <li>• Standing two meters away from my partner I can catch a tennis ball after one bounce</li> </ul>

Summer 1	Content Focus	Assessment Foci
<b>Ball Skills</b>	<b>Story theme:</b> John and Jasmine Learn to Juggle <b>Fundamental Movement Skill</b> Funs Station 8 – Coordination with equipment	<b>Physical</b> <ul style="list-style-type: none"> <li>• I can perform a single skill or movement with some control</li> </ul> I can perform a range of small skills and link two skills together  <b>Coordination with equipment</b> <ul style="list-style-type: none"> <li>• I can throw a tennis ball against a wall and catch it after one bounce</li> <li>• I can repeat this without a bounce</li> <li>• I can do the above with one hand</li> </ul>
Summer 2	Content Focus	Assessment Foci
<b>Games</b>	<b>Focus on running, throwing and jumping</b> <ul style="list-style-type: none"> <li>- travel in different ways to involve whole body</li> <li>- engage in pulse raising running and avoiding games to develop spatial awareness and control when moving</li> <li>- develop specific basic skills of               <ul style="list-style-type: none"> <li>- running style focusing on travelling on different pathways and changing direction (pivot turn)</li> <li>- changing speed</li> <li>- control in picking up / putting down equipment</li> <li>- underarm throwing</li> <li>- simple take offs and landings (1-1, 1- other 1, 2-2)</li> <li>- jumping techniques</li> <li>- push throw (underarm throwing)</li> <li>- pull throw (overarm throwing)</li> </ul> </li> <li>-explore how different body positions and pieces of equipment are suitable for different situations and tasks</li> </ul> <b>Focus on throwing and catching and aiming games</b> <ul style="list-style-type: none"> <li>- know and show, both individually and in pairs, how to throw and catch using a variety of apparatus</li> <li>- send a ball, beanbag or quoit over-handed, using under arm throw, roll or skim and kick</li> <li>- aim consistently between, into, at or over a variety of targets using a range of small equipment</li> <li>- understand the concept of aiming games and how to make their games harder</li> <li>- play an aiming game cooperatively with a partner and 'keep the score'</li> </ul> <b>Focus on games and skipping</b> <ul style="list-style-type: none"> <li>- play safely with a partner in running games and when using equipment</li> <li>- throw and catch individually and in pairs using a variety of apparatus including hoops</li> <li>- kick and dribble a ball with control and roll and retrieve a hoop</li> <li>- practise and develop their sending and receiving skills in cooperative games with a partner</li> <li>- demonstrate how to change the game to make it harder</li> </ul>	<b>Social</b> <ul style="list-style-type: none"> <li>• I can work sensibly with others, taking turns and sharing</li> </ul>

## Year 2

Autumn 1	Content Focus	Assessment Foci
<b>Balance</b>	<b>Fundamental movement skill</b> Funs Station 7 – Counter balance in pairs	<b>Counter balance in pairs</b> <ul style="list-style-type: none"> <li>• I can perform a paired balance holding hands, toes touching and creating a small base</li> <li>• I can do the above using one hand and with my eyes shut</li> </ul> <b>Fundamental Movement Skill</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Autumn 2	Content Focus	Assessment Foci
<b>Dance</b>	<b>Focus on performance, composition and appreciation</b> <ul style="list-style-type: none"> <li>- know and perform the <b>basic dance actions</b> with some understanding of mood and feeling in relation to the dance idea - demonstrate <b>travelling</b> actions e.g. in a hurry, demonstrate <b>jumping</b> actions e.g. for joy, demonstrate <b>turning</b> actions e.g. away from source, demonstrate <b>gesturing</b> actions e.g. to a friend, demonstrate <b>stillness</b> e.g. waiting for something</li> <li>- go and stop in control showing this in their personal and using general space</li> <li>- demonstrate the ability to hold clear body shapes both in movement and stillness</li> <li>- change and vary actions – demonstrate using contrasting <b>levels, directions</b> and <b>sizes</b> (spatial elements), <b>speeds</b> and <b>weights</b> (dynamic elements)</li> <li>- copy and perform simple movements / rhythmic patterns, perform them in different formations i.e. circle / line / pair</li> <li>- perform short dances within a given structure lining actions to create dance phrases</li> <li>- respond to stimuli</li> <li>- observe each other and themselves dancing in order to identify, describe, recognise and recall movement in relation to actions, space, dynamics and relationships</li> <li>- respond to feedback and give feedback to others using success criteria</li> </ul>	<b>Creative</b> <ul style="list-style-type: none"> <li>• I can begin to compare my movements and skills with those of others</li> <li>• I can select and link movements together to fit a theme</li> </ul>



Spring 1	Content Focus	Assessment Foci
<b>Gymnastics</b>	<p><b>Focus on travel, shape and balance</b>  Practise exploring specific movements on <b>mats and floor apparatus</b>  Develop these movements on <b>low apparatus</b> before developing further on <b>large climbing apparatus</b></p> <ul style="list-style-type: none"> <li>- show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus</li> <li>- understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground</li> <li>- take weight confidently on hands to lift the feet high</li> </ul> <p>Plan and link together two or three movements showing control and coordination</p> <ul style="list-style-type: none"> <li>- travel underneath a partner who is holding a balanced position</li> <li>- understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels</li> <li>- understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand</li> <li>- compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction</li> <li>- perform a simple sequence with a partner</li> </ul> <p><b>Focus on travel, flight and rotation</b>  Practise exploring specific movements on <b>mats and floor apparatus</b>  Develop these movements on <b>low apparatus</b> before developing further on <b>large climbing apparatus</b></p> <ul style="list-style-type: none"> <li>- understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions</li> <li>- show an understanding of different curves and levels</li> <li>- understand and identify appropriate movements to travel along different shaped pathways</li> <li>- select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end)</li> <li>- observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements</li> <li>- understand and show a variety of controlled jumps e.g. <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math> or full turn using one foot to two feet or two feet to two feet</li> </ul>	<p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• I try several times if at first I don't succeed and I ask for help when I need it</li> </ul>
<b>Spring 2</b> <b>Agility</b>	<p><b>Content Focus</b></p> <p><b>Story theme:</b>  Journey to the Blue Planet</p> <p><b>Fundamental Movement Skill</b>  Funs Station 6 – <b>Dynamic balance and agility</b></p>	<p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• I can say how my body feels before, during and after exercise</li> <li>• I use equipment appropriately and move and land safely</li> </ul> <p><b>Dynamic balance to agility</b></p> <ul style="list-style-type: none"> <li>• I can perform a two feet to two feet jump turning in the air to land in the opposite direction</li> </ul>

Summer 1	Content Focus	Assessment Foci
<b>Ball Skills</b>	<b>Story theme:</b> Clowning Around <b>Fundamental Movement Skill</b> Funs Station 9 – Coordination – ball skills	<b>Physical</b> <ul style="list-style-type: none"> <li>• I can perform a range of skills with some control and consistency</li> <li>• I can perform a sequence of movements with some changes in level, direction and speed</li> </ul>
	<b>Focus on throwing and catching and inventing individual games</b> - throw, catch and bounce with two hands, or one hand, or different parts of the body, using a variety of apparatus Understand and use ‘beat your own record’ activities to put skills under pressure and improve performance - throw, catch and bounce when in a stationary position or moving about the play area - understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc) - understand how to make up rules and score points <b>Focus on making up games with a partner aiming, hitting and kicking</b> - send and receive with consistency, coordination and control using a variety of apparatus - demonstrate accuracy when using hands and feet in different ways to pass or aim - understand and use simple tactics e.g. passing at different angles to outwit an opponent - observe and copy a partner’s game and then improve it - chose and use appropriate apparatus for the games they create - make up rules and know how to make the game harder	<b>Coordination – ball skills</b> <ul style="list-style-type: none"> <li>• I can repeatedly move a ball around each leg</li> <li>• I can pass the ball around my waist repeatedly</li> <li>• I can move the ball around alternate legs</li> </ul>

Summer 2	Content Focus	
<b>Running, throwing and jumping</b>	<p><b>Focus on running, throwing and jumping</b></p> <ul style="list-style-type: none"> <li>- engage in pulse raising running and avoiding games to develop spatial awareness, coordination and control when moving</li> <li>- develop specific basic skills of               <ul style="list-style-type: none"> <li>- push throw with two hands and with a bounce</li> <li>- underarm throwing (fling throw) for distance and accuracy</li> <li>- technique in short distance running</li> <li>- paced running (even pacing between obstacles)</li> <li>- jumping with different take offs and landings</li> <li>- jumping for distance using different patterns of take offs and landings</li> <li>- pull throw (overarm throwing)</li> </ul> </li> <li>- explore how different body positions and pieces of equipment are suitable for different situations and tasks</li> </ul>	<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• I can help, praise and encourage others in their learning</li> </ul>
	<p><b>Focus on dribbling, kicking and hitting</b></p> <ul style="list-style-type: none"> <li>- show continuous and controlled dribbling with hands, feet, bat and stick and know how to change speed and direction</li> <li>- understand and demonstrate striking, passing and receiving with a partner using a range of apparatus</li> <li>- identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass</li> <li>- play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate skills</li> <li>- know how to score and understand how to improve</li> </ul> <p><b>Focus on group games and inventing rules</b></p> <ul style="list-style-type: none"> <li>- demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills</li> <li>- select appropriate apparatus when playing the games and demonstrate quicker passing and receiving skills</li> <li>- play with confidence in varying group formations e.g. 2v2, 4v4, 3v1</li> <li>- invent rules and explain how they improve the game</li> <li>- understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball</li> </ul>	

Autumn 1	Content Focus	Assessment Foci
<b>Balance Cognition</b>	<b>Story theme:</b> Sammy Squirrel and his Rolling Nuts Casper the Very Clever Cat <b>Multi-ability:</b> Health and Fitness <b>Fundamental Movement Skill</b> Funs Station 11 – Agility – ball chasing Funs Station 3 – Static balance - floor work	
<b>Activities Leading to Games</b>	<b>Focus on throwing and catching and aiming games</b> -know and show, both individually and in pairs, how to throw and catch using a variety of apparatus -send a ball, beanbag or quoit over-handed, using under arm throw, roll of skim and kick -aim consistently between, into, at or over a variety of targets using a range of small equipment -understand the concept of aiming games and how to make their games harder -play an aiming game cooperatively with a partner and 'keep the score' <b>Focus on games and skipping</b> -play safely with a partner in running games and when using equipment -throw and catch individually and in pairs using a variety of apparatus including hoops -kick and dribble a ball with control and roll and retr	

Autumn 1	Content Focus	Assessment Foci
<b>Create Unit 1</b>	<b>Story theme:</b> The Birthday Bike Surprise Pirate Pranks <b>Multi-ability:</b> Personal <b>Fundamental Movement Skill</b> Funs Station 10 – Coordination – floor movement patterns Funs Station 1 – Static balance – one leg standing	<b>Personal</b> <ul style="list-style-type: none"> <li>• I can follow instructions, practise safely and work on simple tasks by myself</li> </ul> <b>Coordination – floor movement patterns</b> <ul style="list-style-type: none"> <li>• I can side step and pivot to face the opposite direction</li> <li>• I can skip ensuring my knee comes up to a 90 degree angle to meet the opposite elbow</li> <li>• I can hopscotch alternating hopping on one foot with two footed jumps</li> </ul>
<b>Autumn 2</b>  <b>Activities Leading to Gymnastics</b>	<b>Focus on travel, shape and rotation</b> Practise exploring specific movements on <b>mats and floor apparatus</b> Develop these movements on <b>low apparatus</b> before developing further on <b>large climbing apparatus</b> -hop, bounce, skip in different directions, forwards, sideways and backwards -travel showing long and narrow, wide and short shapes	<b>Agility – reaction/response</b> <ul style="list-style-type: none"> <li>• Standing one meter away from my partner, I can catch a large ball after 2 bounces</li> <li>• I can repeat this at a larger distance</li> </ul>
<b>And jumping</b>	-start, stop and change pace with control in response to instructions -run and change direction -show awareness of space and safety of others <b>Focus on throwing:</b> -roll a ball accurately -practise throwing different equipment over lines, into space and at targets <b>Focus on jumping:</b> -practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely -demonstrate control in landing -explore how to jump high and how to jump far	