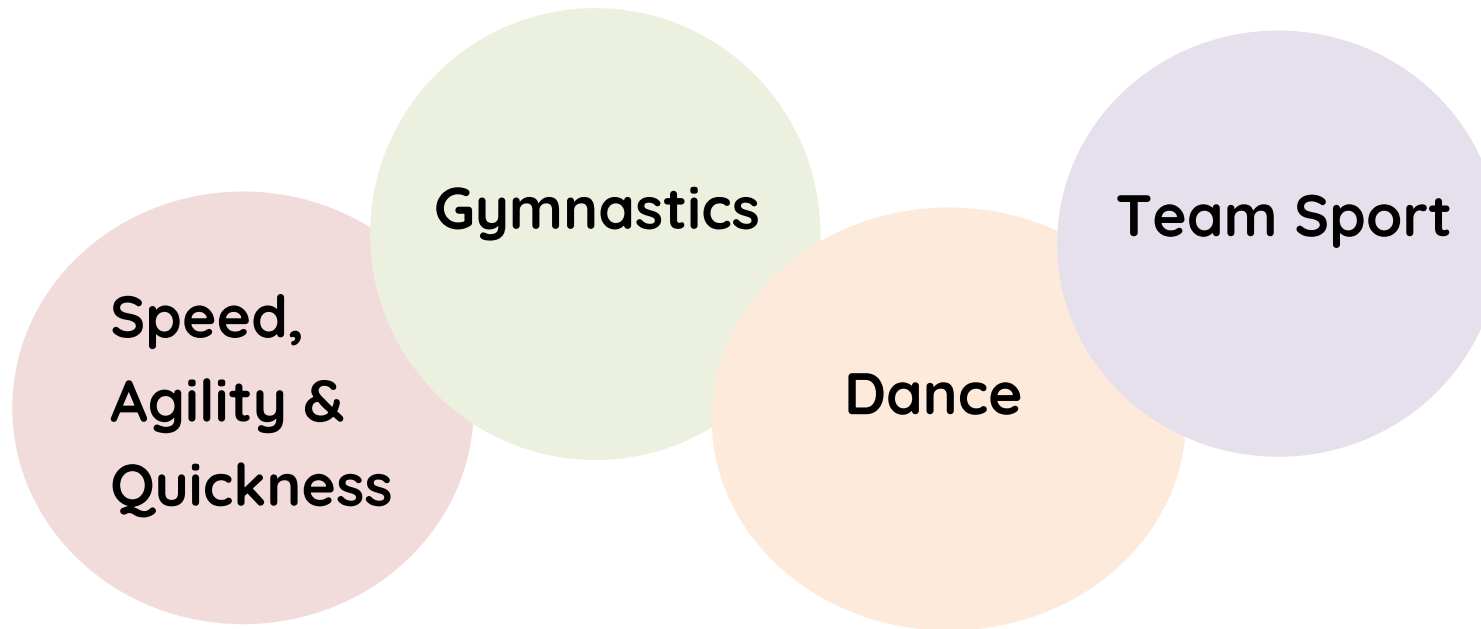


Herringthorpe Infant School

Physical Education – Subject Overview



Key strands to the curriculum



The school also offers after school clubs in attends sport competitions

The knowledge skills and learning progression for each component is delivered through a spiral curriculum.

Our scheme is supported by the Healthy Schools scheme of work

Progression Document – Physical Education

	EYFS	Year 1	Year 2
Speed, Agility & Quickness	<i>Skills:</i> • Can run in a straight line with good control • Can change direction when I am jogging with show some control • Can jump over a single hurdle by lifting my knees up most of the time • Can put one foot in each gap when going through a ladder with limited mistakes	<i>Knowledge:</i> • Understanding of how to control the body whilst moving in different directions at speed • Understanding of how to control the body when moving over, under, through and around different pieces of equipment. • Improve running techniques, balance and control <i>Skills:</i> • Show good acceleration when running and can work through a range of speeds • Controlling the body by keeping it balanced when changing direction quickly • Use a good stride pattern to jump over a number of hurdles with some success • Begin to work through the ladders using a variety of footwork patterns, with some control	<i>Knowledge:</i> • Improve the techniques for running, balancing and body control through various activities and exercises <i>Skills:</i> • Confidently run at different speeds throughout a variety of games e.g. Half speed, three quarter speed and full speed • Jump, using the correct technique, over hurdles of different heights, whilst showing good control • Confidently work through the ladders performing different foot patterns, with little mistakes • Understand and demonstrate which techniques are suitable for each game, which will then help with my Speed, Agility and Quickness • Constantly work at a fast pace whilst maintaining excellent control when completing tasks linked to speed, agility and quickness

Gymnastics	Skills: • Can jump and land safely off a low bench or piece of apparatus • Can perform a 10 stretch warm up sequence. Mushroom, plank, whole body (1/3) • Can travel freely with control. Hop, skip, side step, heel to toe walk, bounce, lunge step • Can sit in – pike, straddle, cross leg toe reach, seated L	Knowledge: • Understand how to move the body whilst under control when performing a gymnastic routine • Understand how to jump and land safely off a piece of apparatus Skills: • Show a range of movements with good control • Copy basic balances, jumps, rolls and travelling movements following demonstration • Attempt a shape balance, point balance and partner balance and hold it still • Attempt to use the apparatus with confidence and teachers support • Show a good take off, flight and landing techniques when jumping on the floor or off a piece of apparatus	Knowledge: • Understand to balance safely individually and with a partner • Understand new travelling techniques such as rolling and wheeling within a sequence Skills: • Be safe enough to take part using all pieces of apparatus at floor, low and mid-levels • Demonstrate basic travelling skills across the floor and at the start of my gymnastic sequences • Begin to construct a basic sequence with the support of my peers and teachers to help understand • Show good take off, flight and landing techniques when jumping on the floor and off a piece of apparatus • Perform confidently using different pieces of gymnastic apparatus
Dance	Knowledge: • Aware that everyone needs space to dance and hold my positioning when performing. Skills: • Can move with control • Can make body shapes into different movements on the floor, at medium and high levels • Can balance, shuffle, walk, bob and tap to the music when its playing	Knowledge: • Understand how to move the body in time to music whilst under control • Begin to learn specific moves to put into a sequence Skills: • Remember and repeating simple skills/movements/actions with the music • React to the music, if asked to tap, bob or show emotion (facial expression) to the beat • Replicate a basic movement in time with my sports teacher. • Show an awareness of other students/dancers around me in my class • Perform body actions with control and coordination.	Knowledge: • Understand how to move the body in time to music whilst under control • Begin to learn specific moves to put into a sequence Skills: • Remember and repeating simple skills/movements/actions with the music • React to the music, if asked to tap, bob or show emotion (facial expression) to the beat • Replicate a basic movement in time with my sports teacher. • Show an awareness of other students/dancers around me in my class • Perform body actions with control and coordination.

Team Sports (Rounders, Hockey, Matball)	Skills: Rounders • Can hold a ball in 2 hands and pass in a partner's hands. • Can bounce and attempt to catch a sponge ball / tennis ball). • Can throw the ball in the air and move my hands towards the ball. • Can hold a small racquet or bat and swing it to move a bean bag, or ball with little accuracy. • Can use a small racket or bat to hit a ball with very good accuracy and control and can catch the ball repeatedly when it comes to me. Uni Hockey • Can hold the stick using the correct method • Can move with the ball close to my stick whilst moving in a straight line • Can move with the ball close to my stick whilst changing direction • Can stop the ball from moving using my stick and not using my feet • Can push a ball away from my body with two hands on the stick Matball • Can begin to understand how to move safely around an area in and amongst others • Can bounce and catch a ball whilst moving and changing direction • Can stop and stand still on command when holding the ball • Can throw and pass the ball under arm to a partner • Can confidently perform basic passing and receiving skills without many mistakes	Knowledge: Rounders • Understanding how to successfully strike the ball in rounder's • Understanding how to retrieve the ball and return it to the bowler as quickly as possible during a game of rounder's • Understand the technique for hitting the ball Uni Hockey • Develop an understanding of the sport Uni Hockey and apply the skills needed within a game situation • To learn the basic technique of holding the stick and how to pass and receive the ball Matball • Develop an understanding of the sport Matball and apply the skills needed within a game situation • To develop the correct techniques for passing and receiving • Skills: Rounders • Bouncing a tennis ball or sponge ball and catch it in two hands. • Holding a bat and using it to hit a ball off of a cone • Throwing a ball up and catch it some of the time whilst moving. • Throwing the ball underarm towards a partner. • Hitting the ball well when it's rolled or thrown Uni Hockey • Catch the ball repeatedly when I throw it in the air or when a partner throws it towards me Use both sides of the stick to dribble the ball • Push the ball towards a target • Stop the ball using my stick • Dribble with the ball stopping at various intervals showing accuracy and control • Pass and dribble the ball effectively using the correct technique Matball	Knowledge: Rounders • To improve fielding techniques within a small sided game • To show improvement in batting and fielding within a game situation Understand how to tackle in a small sided game situation Uni Hockey • Develop an understanding of the sport Uni Hockey and apply the skills needed within a game situation Matball • Understand how to attack and defend within a game situation Skills: Rounders • Hold a paddle bat or tennis racquet and hit a ball when I feed it to myself • Throw the ball overarm towards a partner • Catch a ball using the correct technique when my partner throws it towards me. • Understand that I have to run around the bases to be able to score a point and do this every time it's my batting turn • Hit the ball well when the ball is 'bowled' towards me by the bowler which allows me to score a rounder Uni Hockey • change direction whilst moving/dribbling with the ball • Look up in the direction I am going whilst dribbling with the ball • understand the correct technique to push pass the ball • understand the power of my pass/shot has to vary depending on the distance • Shoot, dribble and pass the ball with some accuracy
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		• Pass the ball with some accuracy, then begin to move at a quicker speed into space e.g jogging / running off the ball • Catch the ball with two hands with or without a bounce • Consistently pass and receive an under arm throw • Perform a chest and bounce pass towards my partner with some accuracy • I understand what a defenders role is and can show good techniques on how to block the ball, within a small game	Matball • Use the different passing techniques to send the ball in all directions • Look up in the direction I am going to pass the ball making a decision who to pass too • Use the correct defending techniques and be successful blocking a pass, most of the time • Understand the role of an attacker and can shoot to the mat player when in a good space • Use both attacking/defending roles within a game situation and begin to make a difference to my team
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PE Y1

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Matball (ball skills)	Unit Title: Gymnastics	Unit Title: Rounder's
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge:</i> - Holding the ball in 2 hands whilst moving without dropping it - Place the ball into somebody else's hand/ placing the ball on or near a target area - Rolling the ball a short distance towards another person/target using the correct technique - Getting the body into the correct position to receive the ball when it has been rolled to me. - Showing good control when demonstrating all of the skills above	<i>Prior knowledge</i> - Jumping and landing safely off a low bench or piece of apparatus - Perform a 10 stretch warm up sequence. Mushroom, plank, whole body (1/3) - Travel freely with control. Hop, skip, side step, heel to toe walk, bounce, lunge step - Sit in – pike, straddle, cross leg toe reach, seated L - Showing good range of movements with control	<i>Prior knowledge:</i> - Holding a ball in 2 hands and pass in a partners hands. - Bouncing a sponge ball / tennis ball and attempting to catch it - Throwing the ball in the air and catching it - Using a small racquet or bat and swinging it to move a bean bag, or ball with little accuracy.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will:</i> Knowledge: - Develop an understanding of the sport Matball and apply the skills needed within a game situation - To develop the correct techniques for passing and receiving Skills: - Pass the ball with some accuracy, then begin to move at a quicker speed into space e.g jogging / running off the ball - Catch the ball with two hands with or without a bounce - Consistently pass and receive an under arm throw - Perform a chest and bounce pass towards my partner with some accuracy - I understand what a defenders role is and can show good techniques on how to block the ball, within a small game	<i>By the end of this unit Y1 pupils will:</i> Knowledge: - Understand how to move the body whilst under control when performing a gymnastic routine - Understand how to jump and land safely off a piece of apparatus Skills: - Show a range of movements with good control - Copy basic balances, jumps, rolls and travelling movements following demonstration - Attempt a shape balance, point balance and partner balance and hold it still - Attempt to use the apparatus with confidence and teachers support	<i>By the end of this unit Y1 pupils will:</i> Knowledge: - Understanding how to successfully strike the ball in rounder's - Understanding how to retrieve the ball and return it to the bowler as quickly as possible during a game of rounder's - Understand the technique for hitting the ball Skills: - Bouncing a tennis ball or sponge ball and catch it in two hands. - Holding a bat and using it to hit a ball off of a cone - Throwing a ball up and catch it some of the time whilst moving. - Throwing the ball underarm towards a partner. - Hitting the ball well when it's rolled or thrown - Catch the ball repeatedly when I throw it in the air or when a partner throws it towards me

	Show a good take off, flight and landing techniques when jumping on the floor or off a piece of apparatus	
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Throwing - Catching - Bounce/chest pass - Defender / defending	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Balance - Pike - Straddle - Take off - Flight - Landing - Partner balance, Point balance, Shape balance - Toe reach - Dismounting	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Fielder - Batter - Striking - Fielding - Base - Back stop - Bowler - Long barrier
Learning Sequence:	Learning Sequence:	Learning Sequence:
- Throw and catch individually - Bounce and catch individually - Under arm throw and catch to a partner - Bounce and catch to a partner - Chest pass to partner Understand pass and move in to a space - Understand the role of a defender - Small sided attacking and defending games	- Travelling e.g. Skipping, hopping etc - Shape Balances - Point Balancing - Partner Balancing - Jumping and Landing - Forward Rolls - Sideways rolling - Dismounting	- Throw and catch with a partner over 2 metres using bean bag - Bounce and attempt to catch a sponge ball / tennis ball - Individually throw the ball in the air and move hands towards the ball - Roll the ball backwards and forwards between 2 people practicing long barrier - Throw and catch with a partner over 2 metres using a sponge / tennis ball - Use a ball and a rounder's bat hit the ball off of the cone towards partner by standing sideways - Self serve and hit the bean bag towards partner using a rounder's bat - Introduce a bowler into the game aiming for the batter using underarm bowl
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Children will be able to; - Pass the ball with some accuracy, then begin to move at a quicker speed into space e.g jogging / running off the ball - Catch the ball with two hands with or without a bounce - Consistently pass and receive an under arm throw - Perform a chest and bounce pass towards my partner with some accuracy - Understand what a defenders role is and can show good techniques on how to block the ball, within a small game	Children will be able to; - Show a range of movements with good control - Copy basic balances, jumps, rolls and travelling movements following demonstration - Attempt a shape balance, point balance and partner balance and hold it still - Attempt to use the apparatus with confidence and teachers support - Show a good take off, flight and landing techniques when jumping on the floor or off a piece of apparatus	Children will be able to; - Bounce a tennis ball or sponge ball and catch it in two hands. - Hold a bat and using it to hit a ball off of a cone - Throw a ball up and catch it some of the time whilst moving. - Throw the ball underarm towards a partner. - Hit the ball well when it's rolled or thrown - Catch the ball repeatedly when it is thrown in the air or when a partner throws it towards me
Resources:	Resources:	Resources:
Different sized balls	Mats	Bats

• Cones • Bibs • Spots • Mats	• Apparatus • Spots • Cones • Benches	• Balls (sponge/tennis) • Cones • Spots • Bibs • Bean bags
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Autumn Term 2 nd Half	Spring Term 2 nd Half	Summer Term 2 nd Half
Unit Title: Uni Hockey	Unit Title: Speed, agility, quickness	Unit Title: Dance
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior knowledge:</i> • Holding the stick using the correct method • Moving with the ball • Moving with the ball close to the stick whilst changing direction • Stopping the ball with the stick • Pushing a ball away with two hands on the stick	<i>Prior knowledge</i> • Running in a straight line with good control • Changing direction when jogging with some control • Jumping over a single hurdle • Going through a ladder with limited mistakes • Completing tasks/challenges successfully using good control and pace.	<i>Prior knowledge:</i> • Moving with control • Spatial awareness- knowing that everyone needs space to dance • Making body shapes into different movements on the floor, at medium and high levels • Balancing, shuffling, walking, bobbing and tapping to music when its playing • Choosing appropriate movement for different dance ideas.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will:</i> Knowledge: • Develop an understanding of the sport Uni Hockey and apply the skills needed within a game situation • To learn the basic technique of holding the stick and how to pass and receive the ball Skills: • Use both sides of the stick to dribble the ball • Push the ball towards a target • Stop the ball using my stick • Dribble with the ball stopping at various intervals showing accuracy and control • Pass and dribble the ball effectively using the correct technique	<i>By the end of this unit Y1 pupils will:</i> Knowledge: • Understanding of how to control the body whilst moving in different directions at speed • Understanding of how to control the body when moving over, under, through and around different pieces of equipment. • Improve running techniques, balance and control Skills: • Show good acceleration when running and can work through a range of speeds • Controlling the body by keeping it balanced when changing direction quickly • Use a good stride pattern to jump over a number of hurdles with some success • Begin to work through the ladders using a variety of footwork patterns, with some control	<i>By the end of this unit Y1 pupils will:</i> Knowledge: • Understand how to move the body in time to music whilst under control • Begin to learn specific moves to put into a sequence Skills: • Remember and repeating simple skills/movements/actions with the music • React to the music, if asked to tap, bob or show emotion (facial expression) to the beat • Replicate a basic movement in time with my sports teacher. • Show an awareness of other students/dancers around me in my class • Perform body actions with control and coordination.

	I can complete a variety of hurdle and ladder games with good success. I can demonstrate high levels of accuracy and control, making little to no mistakes throughout	
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Dribble - Pass - Hockey stick - Receive	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Agility - Speed - Quickness	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Coordination - Body control - Spatial awareness - Beat - Rhythm - Emotion
Learning Sequence:	Learning Sequence:	Learning Sequence:
- Dribbling the ball - Changing direction whilst dribbling - Looking up whilst dribbling - Move the ball from one side of the stick to the other whilst dribbling - Push pass the ball from one player to another over 5 yards - Control the ball with the stick when a pass has been made to them - Pass and receive over a greater distance with control - Begin to understand a push tackle 1v1	- Learning how to use ladders by placing one foot in each gap - Understanding which direction to look whilst running - Hurdling over low hurdles using correct technique - Performing different foot patterns on ladders - Changing direction quickly with control - Running at a variety of speeds with control - Hurdling over different heights of hurdles	- Develop an understanding of why we have a start and finish position - Link different moves together whilst moving around the hall e.g walk, spin, clap, freeze - Develop an understanding that we use a count of 8 in Dance - Copy and repeating a 4 step routine - Moving to the beat of the music - Moving at different speeds and levels during a routine - Adding in own thoughts and ideas to a routine
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Children will be able to; - Use both sides of the stick to dribble the ball - Push the ball towards a target - Stop the ball using my stick - Dribble with the ball stopping at various intervals showing accuracy and control - Pass and dribble the ball effectively using the correct technique	Children will be able to; - Show good acceleration when running and can work through a range of speeds - Controlling the body by keeping it balanced when changing direction quickly - Use a good stride pattern to jump over a number of hurdles with some success - Begin to work through the ladders using a variety of footwork patterns, with some control - I can complete a variety of hurdle and ladder games with good success. I can demonstrate high levels of accuracy and control, making little to no mistakes throughout	Children will be able to; - Remember and repeat simple skills/movements/actions with the music - React to the music, if asked to tap, bob or show emotion (facial expression) to the beat - Replicate a basic movement in time with my sports teacher. - Show an awareness of other students/dancers around me in my class - Perform body actions with control and coordination.
Resources:	Resources:	Resources:
- Hockey sticks - Balls - Cones	- Hurdles - Ladders - Spots	- Spots - Cones - Prompt cards

• Spots • Bibs	• Cones • Hoops	
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PE Y2

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Matball	Unit Title: Gymnastics	Unit Title: Rounder's
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior Knowledge</i> • Pass the ball with some accuracy, then begin to move at a quicker speed into space e.g jogging / running off the ball • Catch the ball with two hands with or without a bounce • Consistently pass and receive an under arm throw • Perform a chest and bounce pass towards my partner with some accuracy • Understand what a defenders role is and can show good techniques on how to block the ball, within a small game	<i>Prior knowledge</i> • Show a range of movements with good control • Copy basic balances, jumps, rolls and travelling movements following demonstration • Attempt a shape balance, point balance and partner balance and hold it still • Attempt to use the apparatus with confidence and teachers support • Show a good take off, flight and landing techniques when jumping on the floor or off a piece of apparatus	<i>Prior Knowledge</i> • Bounce a tennis ball or sponge ball and catch it in two hands. • Hold a bat and using it to hit a ball off of a cone • Throw a ball up and catch it some of the time whilst moving. • Throw the ball underarm towards a partner. • Hit the ball well when it's rolled or thrown • Catch the ball repeatedly when it is thrown in the air or when a partner throws it towards me
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y2 pupils will:</i> Knowledge • Understand how to attack and defend within a game situation Skills: • Use the different passing techniques to send the ball in all directions • Look up in the direction I am going to pass the ball making a decision who to pass too • Use the correct defending techniques and be successful blocking a pass, most of the time • Understand the role of an attacker and can shoot to the mat player when in a good space	<i>By the end of this unit Y2 pupils will:</i> Knowledge: • Understand to balance safely individually and with a partner • Understand new travelling techniques such as rolling and wheeling within a sequence Skills: • Be safe enough to take part using all pieces of apparatus at floor, low and mid levels • Demonstrate basic travelling skills across the floor and at the start of my gymnastic sequences • Begin to construct a basic sequence with the support of my peers and teachers to help understand • Show good take off, flight and landing techniques when jumping on the floor and off a piece of apparatus	<i>By the end of this unit Y2 pupils will:</i> Knowledge: • To improve fielding techniques within a small sided game • To show improvement in batting and fielding within a game situation Skills: • Hold a paddle bat or tennis racquet and hit a ball when I feed it to myself • Throw the ball overarm towards a partner • Catch a ball using the correct technique when my partner throws it towards me. • Understand that I have to run around the bases to be able to score a point and do this every time it's my batting turn

Use both attacking/defending roles within a game situation and begin to make a difference to my team	Perform confidently using different pieces of gymnastic apparatus	Hit the ball well when the ball is 'bowled' towards me by the bowler which allows me to score a rounder
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Throwing - Catching - Bounce/chest pass - Passing - Receiving - Attacking/ attacker - Defending/ defender	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Balance - Pike - Straddle - Take off - Flight - Landing - Partner balance - Point balance - Shape balance - Toe reach - Dismounting	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Fielder - Batter - Striking - Fielding - Base - Back stop - Bowler - Long barrier
Learning Sequence:	Learning Sequence:	Learning Sequence:
- Under arm throw and catch to a partner - Bounce and catch to a partner - Chest pass to partner Understand pass and move in to a space - Understand the role of a defender - Small sided attacking and defending games 2v2 - Understand Attacking and defending roles and responsibilities - Small sided Matball Games 5 v 5	- Jumping off all heights of apparatus - Travelling (Wheeling, Round offs) - Point Balancing - Partner Balancing - Travelling across benches - Forward Rolls - Backwards rolls - Teddy Bear Rolls	- Individually throw the ball in the air and move my hands towards the ball - Roll the ball backwards and forwards between 2 people practicing long barrier - Throw and catch with partner over 2 metres using a sponge / tennis ball - Hold a paddle bat or tennis racquet and hit a ball when I feed it to myself towards partner - Practice throwing and catching the ball with a partner using an overarm technique - Hold a paddle bat or tennis racquet and hit a ball into a space when a bowler bowls the ball - Understand where to run as a batter and what to do when you're on the fielding team - Begin to play a game of rounder's and understand the roles of batters and fielders
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Children will be able to; - Use the different passing techniques to send the ball in all directions - Look up in the direction I am going to pass the ball making a decision who to pass too - Use the correct defending techniques and be successful blocking a pass, most of the time - Understand the role of an attacker and can shoot to the mat player when in a good space	Children will be able to; - Be safe enough to take part using all pieces of apparatus at floor, low and mid levels - Demonstrate basic travelling skills across the floor and at the start of my gymnastic sequences - Begin to construct a basic sequence with the support of my peers and teachers to help understand	Children will be able to; - Hold a paddle bat or tennis racquet and hit a ball when I feed it to myself - Throw the ball overarm towards a partner - Catch a ball using the correct technique when my partner throws it towards me. - Understand that I have to run around the bases to be able to score a point and do this every time it's my batting turn

Use both attacking/defending roles within a game situation and begin to make a difference to my team	- Show good take off, flight and landing techniques when jumping on the floor and off a piece of apparatus - Perform confidently using different pieces of gymnastic apparatus	Hit the ball well when the ball is 'bowled' towards me by the bowler which allows me to score a rounder
Resources:	Resources:	Resources:
- Different sized balls - Cones - Bibs - Spots - Mats	- Mats - Apparatus - Spots - Cones - Benches	- Bats - Balls (sponge/tennis) - Cones - Spots - Bibs - Bean bags

Autumm Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: Uni Hockey	Unit Title: Speed, agility and quickness	Unit Title: Dance
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior Knowledge</i> - Use both sides of the stick to dribble the ball - Push the ball towards a target - Stop the ball using my stick - Dribble with the ball stopping at various intervals showing accuracy and control - Pass and dribble the ball effectively using the correct technique	<i>Prior knowledge</i> - Show good acceleration when running and can work through a range of speeds - Controlling the body by keeping it balanced when changing direction quickly - Use a good stride pattern to jump over a number of hurdles with some success - Begin to work through the ladders using a variety of footwork patterns, with some control - I can complete a variety of hurdle and ladder games with good success. I can demonstrate high levels of accuracy and control, making little to no mistakes throughout	<i>Prior Knowledge</i> - Remember and repeat simple skills/movements/actions with the music - React to the music, if asked to tap, bob or show emotion (facial expression) to the beat - Replicate a basic movement in time with my sports teacher. - Show an awareness of other students/dancers around me in my class - Perform body actions with control and coordination.
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y2 pupils will:</i> Knowledge: - Understand how to tackle in a small sided game situation - Develop an understanding of the sport Uni Hockey and apply the skills needed within a game situation Skills:	<i>By the end of this unit Y2 pupils will:</i> Knowledge: - Improve the techniques for running, balancing and body control through various activities and exercises Skills: - Confidently run at different speeds throughout a variety of games e.g. Half speed, three quarter speed and full speed - Jump, using the correct technique, over hurdles of different heights, whilst showing good control	<i>By the end of this unit Y2 pupils will:</i> Knowledge: - Begin to learn specific moves to put into a sequence independently Skills: - Perform movements and actions at different speeds and levels - Perform a travel, turn, jump, balance, hop and use these within different motifs and routines

• change direction whilst moving/dribbling with the ball • Look up in the direction I am going whilst dribbling with the ball • understand the correct technique to push pass the ball • understand the power of my pass/shot has to vary depending on the distance • Shoot, dribble and pass the ball with some accuracy	• Confidently work through the ladders performing different foot patterns, with little mistakes • Understand and demonstrate which techniques are suitable for each game, which will then help with my Speed, Agility and Quickness • Constantly work at a fast pace whilst maintaining excellent control when completing tasks linked to speed, agility and quickness	• Describe the mood, feelings and expressive qualities of dance and be able to provide examples of movements. • Add into my routine, six different shapes (star, tuck, high v arms, t arms, l shapes and folded arms) • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Dribble • Pass • Tackle • Shoot • Push pass	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> • Agility • Speed • Quickness • Body control • Balance	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> • Coordination • Body control • Spatial awareness • Beat • Rhythm • Emotion • Tuck • Mood, feelings, expressive qualities
Learning Sequence:	Learning Sequence:	Learning Sequence:
• Control the ball with the stick when a pass has been made to them • Pass and receive over a greater distance with control • Begin to understand a push tackle 1v1 • Understand the roles of an attacker and defending • Shoot with control towards a goal using a pushing technique • Begin to increase the numbers of attackers and defenders e.g. 2v2 • Begin to play small sided games e.g. 4v4 • Begin to understand the rules of small sided games	• Show good body control and balance • Understand which direction to look whilst running • Jump over different heights of hurdles • perform different foot patterns on ladders • run at variety of speeds with control • Understand how to increase speed • Show speed and body control in all events • Constantly work at a fast pace whilst maintaining excellent control	• Move to the music depending on speed of track • Follow and repeat a 6 to 8 step routine • Control body throughout the routine • Learn routines from various cultures • Understand what "UNISON" means • Perform a dance in UNISON by using a count of 8 to help • Implement different styles of dance in to their own routines • Create a routine within a small group
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Children will be able to; • Change direction whilst moving/dribbling with the ball • Look up in the direction I am going whilst dribbling with the ball • Understand the correct technique to push pass the ball • Understand the power of my pass/shot has to vary depending on the distance	Children will be able to; • Confidently run at different speeds throughout a variety of games e.g. Half speed, three quarter speed and full speed • Jump, using the correct technique, over hurdles of different heights, whilst showing good control • Confidently work through the ladders performing different foot patterns, with little mistakes	Children will be able to; • Perform movements and actions at different speeds and levels • Perform a travel, turn, jump, balance, hop and use these within different motifs and routines • Describe the mood, feelings and expressive qualities of dance and be able to provide examples of movements. • Add into my routine, six different shapes (star, tuck, high v arms, t arms, l shapes and folded arms)

• Shoot, dribble and pass the ball with some accuracy	• Understand and demonstrate which techniques are suitable for each game, which will then help with my Speed, Agility and Quickness • Constantly work at a fast pace whilst maintaining excellent control when completing tasks linked to speed, agility and quickness	• Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.
Resources:	Resources:	Resources:
• Hockey sticks • Balls • Cones • Spots • Bibs	• Hurdles • Ladders • Spots • Cones • Hoops	• Different sized balls • Cones • Bibs • Spots • Mats