

<b>Question:</b> How can I sustain speed in my movements? Are there different types of running?		
<b>National Curriculum Link</b> KS1 Athletics Y2		
<b>International Baccalaureate Learner Profile Link</b> <b>Risk Takers</b> <ul style="list-style-type: none"> <li>• <i>Work independently and with others</i></li> <li>• <i>Be resilient in the face of challenge</i></li> <li>• <i>Trying something new</i></li> </ul> <b>Reflective</b> <ul style="list-style-type: none"> <li>• <i>Understand our strengths and weaknesses to help us improve/get better</i></li> <li>• <i>Setting goals</i></li> </ul> <i>Assessing and evaluating your own and your peers skills</i>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills – Y1</b> <ul style="list-style-type: none"> <li>• Can <b>run</b> at different speeds.</li> <li>• Can <b>jump</b> from a <b>standing</b> position</li> <li>• Performs a variety of throws with basic control.</li> </ul>	<b>Current Skills - Y2</b> <ul style="list-style-type: none"> <li>• Can <b>change speed</b> and direction whilst running.</li> <li>• Can jump from a <b>standing</b> position with accuracy.</li> <li>• Performs a variety of <b>throws</b> with control and co-ordination.</li> <li>• <i>preparation for shot put and javelin</i></li> <li>• Can use equipment safely</li> </ul>	<b>Future Skills – Y3</b> <ul style="list-style-type: none"> <li>• Beginning to run at speeds appropriate for the distance.</li> <li>• e.g. <b>sprinting</b> and cross country</li> <li>• Can perform a running <b>jump</b> with some accuracy</li> <li>• Performs a variety of <b>throws</b> using a selection of equipment.</li> <li>• Can use equipment safely and with good control.</li> </ul>

<b>Knowledge, Skills and Understanding</b> <ul style="list-style-type: none"> <li>• Throw with increasing accuracy and coordination into targets set at different distances</li> <li>• Demonstrate a range of throwing actions</li> <li>• Use different techniques and effort to meet challenges set for throwing</li> <li>• Use different techniques, speeds and effort to meet challenges set for running and jumping</li> <li>• Demonstrate the five basic jumps on their own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Can they recognise the different types of jump and when they should use them?</li> <li>• Can they choose the correct throw for the correct distances?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Beanbags</li> <li>• Target mats</li> <li>• Throw down spots</li> <li>• Measuring wheel</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics">http://www.bbc.co.uk/learningzone/clips/topics</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Developing awareness of distance

	<b>WOW Experience</b> End of term whole year group athletics competition. Sports day.
<b>Cross Curricular Links</b> <b>Science</b> Naming parts of the body – activity sheet <b>Mathematics</b> Developing awareness of distance <b>English</b> Using appropriate language for athletic activity, e.g. sprint, run, forwards, safely, space <b>PSHE</b> Building on self-esteem and self-confidence by achieving simple athletic challenges	

**Question:**

Can I imitate an animal to learn how to express myself in dance activities?

**National Curriculum Link**

KS1 Dance Y2 – Animals(Example)

**International Baccalaureate Learner Profile Link****Communicators**

- *Express ourselves confidently and creatively*
- *Collaborate Effectively*
- *Respecting your own valuable thoughts*

**Open Minded**

- *Grow and learn from a range of points of view*
- *Seek and evaluate*

**Vocabulary Focus – highlighted in yellow**

<b>Prior Skills – Y1</b>	<b>Current Skills - Y2</b>	<b>Future Skills – Y3</b>
<ul style="list-style-type: none"> <li>• Copies and explores basic movements and <b>body</b> patterns</li> <li>• Remembers simple <b>movements</b> and dance <b>steps</b></li> <li>• Links movements to sounds and music.</li> <li>• Responds to range of stimuli.</li> </ul>	<p>Copies and explores basic movements with clear control.</p> <ul style="list-style-type: none"> <li>• Varies levels and <b>speed</b> in sequence</li> <li>• Can <b>vary</b> the size of their <b>body</b> shapes</li> <li>• Add <b>change</b> of direction to a sequence</li> <li>• Uses space well and negotiates space clearly.</li> <li>• Can describe a short dance using appropriate vocabulary.</li> <li>• Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to <b>improvise</b> independently to create a simple dance.</li> <li>• Beginning to improvise with a partner to create a simple dance.</li> <li>• Translates ideas from stimuli into movement with support.</li> <li>• Beginning to compare and <b>adapt</b> movements and motifs to create a larger sequence.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> </ul>

**Knowledge, Skills and Understanding**

- Copy and explore basic body actions demonstrated by the teacher
- Explore actions in response to stimuli  
copy simple movement patterns from each other and explore the movement
- Explore ideas, moods and feelings by improvising and by experimenting with actions, directions, levels and a growing range of possible movements
- Choose movements to make up their own phrases
- Choose and link actions to make short dances that express an idea, mood or feeling and reflect rhythmic qualities
- Remember and repeat a short dance phrase and perform it in a controlled way
- Practise and repeat their movement phrases and perform them in a controlled way, showing coordination and spatial awareness
- Perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings

**Challenge**

- Can they describe dance phrases and expressive qualities?
- Can they link their movement to changes in pitch and speed of music?

- Can they demonstrate their work individually and as part of a group?

<b>Resources</b> <ul style="list-style-type: none"><li>• Music (LCP CD)</li><li>• CD player</li><li>• Pictures of animals</li><li>• Videos of animal movements and behaviour</li></ul>	<b>Website/Apps</b>	
	<b>Extended Writing Opportunities</b>	
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Measuring distance with different body parts	
	<b>WOW Experience</b> Film dance at the end of term to be displayed on school website	
<b>Cross Curricular Links</b> <b>Art</b> - Learn about camouflage and how an animal can hide in the jungle <b>D &amp; T</b> - Design and make an animal from plasticine or clay. Design and make an animal finger puppet <b>Geography</b> - Where does Handa live? Find out where Africa is. Discuss which animals live in Africa <b>History</b> : - Find out about dinosaurs and other extinct animals <b>ICT</b> - Use the Internet to find out about animals and pets <b>Science</b> – Naming and learning about different body parts.		
<b>Question:</b> How can we work together to achieve success during team games? What do we do when we attack and defend?		
<b><u>National Curriculum Link</u></b> KS1 Games Y2 Part		
<b><u>International Baccalaureate Learner Profile Link</u></b>		
<b>Caring</b> <ul style="list-style-type: none"><li>• <i>Show respect to your team and opponent</i></li><li>• <i>To work with others with care</i></li><li>• <i>Understanding people need help at times, and offering support</i></li></ul>		
<b>Balanced</b> <ul style="list-style-type: none"><li>• <i>How we rely upon others at times</i></li><li>• <i>Supporting others, as well as ourselves</i></li><li>• <i>Being willing to try new sports and skills, despite our ability.</i></li></ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills – Y1</b> <ul style="list-style-type: none"><li>• Can travel in a variety of ways including <b>running and jumping</b>.</li><li>• Beginning to perform a range of throws.</li><li>• Receives a ball with basic</li></ul>	<b>New Skills – Y2</b> <ul style="list-style-type: none"><li>• Confident to send the ball to others in a range of ways.</li><li>• Beginning to apply and combine a variety of skills (to a game situation)</li><li>• Develop strong <b>spatial</b></li></ul>	<b>Future Skills – Y3</b> <ul style="list-style-type: none"><li>• Understands <b>tactics</b> and composition by starting to vary how they respond.</li><li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li></ul>

<p><b>control</b></p> <ul style="list-style-type: none"> <li>Beginning to develop <b>hand-eye</b> coordination</li> <li>Participates in simple games</li> </ul>	<p>awareness.</p> <ul style="list-style-type: none"> <li>Beginning to develop own games with peers.</li> <li>Understand the importance of rules in games.</li> <li>Develop simple <b>tactics</b> and use them appropriately.</li> <li>Beginning to develop an understanding of <b>attacking/ defending</b></li> </ul>	<ul style="list-style-type: none"> <li>Beginning to <b>communicate</b> with others during game situations.</li> <li>Uses skills with co-ordination and control.</li> <li>Develops own <b>rules</b> for new games.</li> <li>Makes imaginative pathways using equipment.</li> <li>Works well in a group to develop various games.</li> <li>Beginning to understand how to <b>compete</b> with each other in a controlled manner.</li> <li>Beginning to select resources independently to carry out different skills.</li> </ul>
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### **Knowledge, Skills and Understanding**

- Move fluently, changing direction and speed easily and avoiding collisions
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run
- Perform throwing and catching skills, with control
- Choose and use tactics to suit different situations
- Perform a range of throwing, striking and catching skills with control
- Choose and use tactics to suit different situations
- Choose and use tactics to suit different situations
- React to situations in a way that helps their partners and makes it difficult for their opponents
- Perform a range of throwing, striking, catching and gathering skills, with control
- React to situations in a way that helps their partners and makes it difficult for their opponents

### **Challenge**

- Can they change speed to meet the needs of any particular situation?
- Can they explain the difference between attacking and defending?

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Cone</li> <li>Tennis Balls</li> <li>Dodgeballs</li> <li>Footballs</li> <li>Hoops</li> <li>Benabags</li> <li>Short tennis racket</li> </ul>	<p><b>Website/Apps</b></p> <p>Ipad – micoach app</p>
	<p><b>Extended Writing Opportunities</b></p>
<p><b>Suggested Quality Texts</b></p>	<p><b>Numeracy Skills</b></p> <p>Measuring distance with different body parts</p> <p>Awareness of space</p> <p>Learning about shape and space</p> <p>How to score points in a game</p>

	<b>WOW Experience</b> End of term multiskills competition
<b>Cross Curricular Links</b> <b>Music</b> - Singing circle games <b>Science</b> - The human body – activity sheet <b>PSHE</b> - Learning about how to work together in a small group <b>Videos</b> - Watch a video of a tennis match  Watch a netball match (a video of a professional game or older children playing a match) Watch a video of a football match. Ask the children to see how the players stop the ball and line it up ready to pass on to the next player	

<b>Question:</b> Is it possible to make sequences using multiple gym movements? How do we do it?		
<b>National Curriculum Link</b> KS1 gymnastics Y2		
<b>International Baccalaureate Learner Profile Link</b> <b>Inquirer</b> <ul style="list-style-type: none"> <li>Learning how to do new things independently</li> <li>Try to solve problems by asking and answering questions</li> </ul> <b>Principled</b> <ul style="list-style-type: none"> <li>Follow the rules, even when not being watched by others</li> <li>You are fair</li> </ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills – Y1</b> <ul style="list-style-type: none"> <li>Copies and explores basic movements with some <b>control</b> and coordination.</li> <li>Can perform different body shapes</li> <li>Performs at different levels</li> <li>Can perform 2 footed <b>jump</b></li> <li>Can use <b>equipment</b> safely</li> <li>Balances with some control</li> <li>Can link 2-3 simple movements</li> </ul>	<b>New Skills – Y2</b> <ul style="list-style-type: none"> <li>Explores and creates different <b>pathways</b> and patterns.</li> </ul> Uses equipment in a variety of ways to create a <b>sequence</b> <ul style="list-style-type: none"> <li>Link <b>movements</b> together to create a sequence</li> </ul>	<b>Future Skills – Y3</b> <ul style="list-style-type: none"> <li>Applies compositional ideas independently and with others to create a sequence.</li> <li>Copies, explores and remembers a variety of <b>movements</b> and uses these to create their own sequence.</li> <li>Describes their own work using simple gym vocabulary.</li> <li>Beginning to notice <b>similarities and differences</b> between sequences.</li> <li>Uses turns whilst travelling in a variety of ways.</li> <li>Beginning to show flexibility in movements</li> <li>Beginning to develop good technique when <b>travelling, balancing,</b> using equipment etc</li> </ul>

### **Knowledge, Skills and Understanding**

- Perform a range of actions with control and coordination
- Move smoothly from a position of stillness to a travelling movement
- Perform a forward roll carefully, under supervision
- Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end
- Repeat accurately sequences of gymnastic actions
- Adapt the sequence to include apparatus and a partner
- Adapt the sequence to include apparatus
- Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency

**Challenge**

- Can they control body actions during simple sequences?
- Can they create sequences with a partner?
- Can they include different methods of travel into sequences?

<b>Resources</b> <ul style="list-style-type: none"><li>• Mats</li><li>• Gym Tables</li><li>• Benches</li><li>• Safety mattresses</li><li>• Apparatus</li><li>• Soft play equipment</li></ul>	<b>Website/Apps</b> Gym <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml</a> ! Science <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml</a> <b>Extended Writing Opportunities</b>	
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Investigating shape and space Describing patterns and shapes	
	<b>WOW Experience</b> Perform sequences and performances and film them to be displayed on school website.	
<b>Cross Curricular Links</b> <b>Science</b> - The human body and its bones and muscles <b>Sequencing</b> - Putting pictures in sequence (see activity sheet) or recording own sequence <b>Geography</b> - Understanding directions and mapping sequences <b>PSHE</b> - Looking at how the body works, e.g. stretching and relaxing muscles <b>Language</b> - Record their sequence in pictures and words		
<b>Question:</b> What effect does exercise have on my body? During exercise and at rest?		
<b>National Curriculum Link</b> KS1		
<b>International Baccalaureate Learner Profile Link</b> <b>Knowledge</b> <ul style="list-style-type: none"><li>• Work hard to gain an understanding</li><li>• Showing your understanding in many forms</li></ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills - Up to 60+ Months</b>  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	<b>New Skills Y1 &amp; Y2</b> <ul style="list-style-type: none"><li>• Can describe the effect exercise has on the body</li><li>• Can explain the importance of exercise and a healthy lifestyle.</li></ul>	<b>Future Skills Y3 &amp; Y4</b> <ul style="list-style-type: none"><li>• Can describe the effect exercise has on the body</li><li>• Can explain the importance of exercise and a healthy lifestyle.</li><li>• Understands the need to warm up and cool down.</li></ul>



**Knowledge, Skills and Understanding**

- Concentrate on control and accuracy during aerobic activities.
- Concentrate on speed and power during aerobic activities.
- Use basic skills in a variety of fitness building scenarios.
- Focus on good quality movement during light resistance activities.
- Work in groups for safety and performance review.
- Improve their ability to choose and use simple techniques.

**Challenge**

- Can they recognise what position their bodies need to be during different techniques?
- Can they identify the benefits of attaining an all round fitness level?
- Can they recognise the benefits of leading a healthy lifestyle?
- Can they demonstrate their work to other members of the group?

<b>Resources</b> <ul style="list-style-type: none"><li>• Beanbags</li><li>• Cones</li><li>• Hoops</li><li>• Balance boards</li><li>• Steps</li><li>• Skipping ropes</li><li>• Outdoor fitness equipment</li><li>• Fitness trail</li><li>• Resistance bands/bars</li><li>• Medicine ball</li><li>• Mats</li></ul>	<b>Website/Apps</b> <a href="http://www.change4life.co.uk">www.change4life.co.uk</a> <a href="http://www.brainmac.co.uk">www.brainmac.co.uk</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Counting repetitions and sets Learning about space and shape
	<b>WOW Experience</b> Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
<b>Cross Curricular Links</b> Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance. Literacy – Using specialist vocabulary	