

<p><i>Aims</i> The National Curriculum for Physical Education aims to ensure that all pupils</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives <p>Statutory Objectives-</p> <ul style="list-style-type: none"> Pupils should be taught to master basic movements inc. running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. <p><i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i></p>	Year 2 themes					
	In my pride	In the Dark, Dark house...	What did you say?	Seaside rescue	Down at the bottom of the garden	Food, Glorious Food!
Multi Skills	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
I can move and stop.	✓		✓			
To control movements.	✓		✓			
To skip with a skipping rope.	✓		✓			
To use space successfully.	✓		✓			
To improve the coordination and control the body and the equipment they use.	✓		✓			
To throw and kick a ball in different ways.	✓		✓			
To throw and kick a play to a partner/team mate as part of a game.	✓		✓			
To travel in a variety if ways, walk, march, leap, jog, run...	✓		✓			
To run in straight lines.	✓		✓			
To run following a pathway.	✓		✓			
To run and change direction.	✓		✓			
To run as part of a tactical game.	✓		✓			
To run against other people in competition.	✓		✓			
To hop from 1 leg to the other.	✓		✓			
To hop scotch.	✓		✓			
To jump in a variety of ways.	✓		✓			
To travel and jump.	✓		✓			
To jump on and off apparatus.	✓		✓			
To hit a ball with a bat.	✓		✓			
To kick a ball at a target.	✓		✓			
To use rolling, hitting and kicking skills in games.	✓		✓			

Throwing and catching Skills						
To roll a ball or a hoop at a target.		✓				
To roll a ball or a hoop to a partner.		✓				
To throw a ball underarm at a target.		✓				
To throw a ball underarm to a partner.		✓				
To move to catch or collect a bean bag, hoop or ball.		✓				
To catch a ball when thrown by myself.		✓				
To catch a bean bag/ball when thrown by a partner.		✓				
To catch a bean bag/ball when thrown as part of a game.		✓				
To throw a ball at a target.		✓				
To control movements.		✓				
To use space successfully.		✓				
To improve the coordination and control the body and the equipment they use.		✓				
To roll a ball or a hoop at a target.				✓		
To roll a ball or a hoop to a partner.				✓		
To throw a ball underarm at a target.				✓		
To throw a ball underarm to a partner.				✓		
To move to catch or collect a bean bag, hoop or ball.				✓		
To throw and kick a ball in different ways.				✓		
To throw and kick a play to a partner/team mate as part of a game.				✓		
To catch a ball when thrown by myself.				✓		
To catch a bean bag/ball when thrown by a partner.				✓		
To travel in a variety of ways, walk, march, leap, jog, run.				✓		
To run in straight lines.				✓		
To run following a pathway.				✓		
To run and change directions.				✓		
To run as part of a tactical game.				✓		
To run against people in competition.				✓		
To hop from 1 leg for a few repetitions.				✓		
To hop from 1 leg to the other.				✓		
To hop scotch.				✓		
To jump in a variety of ways.				✓		
To travel and jump.				✓		
To hit a ball with a bat.				✓		
To kick a ball at a target.				✓		
To throw a ball at a target.				✓		
To play in competitions.				✓		
To play in year group competitions.				✓		
Team Games						

<i>To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</i>						✓
<i>To play to the rules of simple games.</i>						✓
<i>To use the terms 'opponent' and 'team- mate' when playing games.</i>						✓
<i>To decide on the best positions to be in during a game.</i>						✓
<i>I can decide where ti stand to make a game difficult for the other team.</i>						✓
<i>To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</i>						✓
<i>To use rolling, hitting and kicking skills in games.</i>						✓
Health and Well-being						
<i>To be active throughout the lesson and willing to practise and improve.</i>	✓	✓	✓	✓	✓	✓
<i>To know that breathing becomes quicker and the heart pumps faster.</i>	✓	✓	✓	✓	✓	✓
<i>To feel a rise in body temperature.</i>	✓	✓	✓	✓	✓	✓
<i>To recognise that their bodies become tired.</i>	✓	✓	✓	✓	✓	✓
<i>To know that exercise improves your health.</i>	✓	✓	✓	✓	✓	✓
<i>To see that different muscles and limbs are working hard.</i>	✓	✓	✓	✓	✓	✓
<i>To know your face goes red after exercise.</i>	✓	✓	✓	✓	✓	✓
<i>To participate in a warm up and cool down.</i>	✓	✓	✓	✓	✓	✓
<i>To know that exercise can help you with other skills like sharing and cooperation.</i>	✓	✓	✓	✓	✓	✓

KS1 DANCE Aims The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives Statutory Objective- Pupils should be taught to perform dances using simple movement patterns. *The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*	Year 2 Themes					
	In my Pride (Animal Dance) Whole class dance	In the Dark, Dark House... (Skeleton Dance) Group dance	What Did you say? (Haka Dance) small groups	Seaside Rescue (Under the Sea) small groups	Down at the Bottom of the Garden (Barn Dance) Pairs	Food Glorious Food! (Aliens and Space Dance) Pairs
Acquiring and developing skills (Stimulating and Exploring Movements)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
To respond to a different type of stimulus.	✓					
To copy simple shapes with increased control and co-ordination.	✓					
To remember and repeat movement phrases and patterns with some level of control and co-ordination.	✓					
To acquire and develop specific skills to show different shapes and levels.	✓					
To explore actions in response to stimuli.	✓	✓				
To remember and repeat movements.	✓	✓	✓	✓	✓	✓
To change and vary actions- show contrasts in shape, speed and size.		✓				
To respond to different types of stimulus- video clip, story and dance clips.		✓	✓	✓	✓	✓
To use a variety of basic dance actions- turning and jumping.			✓			
To explore a range of movements suitable for the idea.			✓			
To explore actions in response to the stimuli (video clip, poem Lit and Lang)				✓		
To copy and perform simple phrases and rhythm patterns.				✓	✓	
To use a variety of basic actions to create a dance- turning, jumping, making different shapes with their bodies, stillness and gesture.				✓	✓	✓
To move high and low.					✓	
To change the speed of their dance.					✓	✓

To use a variety of basic actions to create a dance- turning,jumping, rolling, travelling in different ways, shape stillness and gesture.						✓
To move my body to portray different moods and characters.		✓	✓			✓
To practice a dance with a clear beginning, middle and end.			✓		✓	✓
Selecting and applying skills, tactics and compositional ideas. (Creating and performing)						
To create a supported class motif as a starting point.	✓	✓	✓	✓	✓	
To know and perform the basic dance actions with some idea of mood and feeling.	✓	✓	✓			
To show an understanding of dance communicating ideas and unfolding stories.	✓			✓		
To explore ideas, moods and feelings by improvising and experimenting with actions.	✓	✓	✓			
To create a motif in a group to link to a class dance.	✓	✓	✓			
To know and explore a range of movements suitable for the idea and link them together.		✓				
To choose appropriate movements made to create short phrases (motifs) and simple structures.		✓				
To show the understanding of dance, communicating ideas and unfolding chracters and stories.		✓				
To select movements from those they practice to create a dance.		✓				
To perform their class dance/ group dance to an audience.		✓				
To use a variety of basic actions to create a dance- gesture, shape and stillness.		✓				
To choose and link appropriate movements- recognise different rhythms.				✓	✓	
To improvise an idea.			✓	✓	✓	✓
To create more than one motif as a group.				✓		
To choose and link appropriate movements- recognise different rhythms, dynmaics and relations.					✓	✓
To work in partners and groups to create their own motif to perform to the class.					✓	
To perform their group dance to an audience. (Another year group).					✓	
To count 8 beats to a piece of music and create their own movements.						✓
To be able to practice and repeat motifs they have created.						✓
To perform their dance with control to an audience.						✓
Type of Dance						
To perform whole dances which have a simple structure, to their class. (record)	✓					
To work cooperatively in pairs or groups to create a dance.		✓				
To work cooperatiely in pairs of groups to create a dance. (or motif).			✓			
To work cooperatively or in small groups (creating own motifs).			✓	✓		
To work in pairs to create a dance to perform to the class.					✓	✓
Evaluating and improving performance.						
To observe each other in dance and describe what they can see.	✓					
To observe each other dancing and say what they like or can be made better.		✓				

YEAR 2- GYMNASTICS

Unit 1	Unit 2	Unit 3	Unit 4
Parts High and Parts low	Pathways- zigzag/curving	Turning/spinning/twisting	Linking movements together
Travel and balance close to ground/apparatus and far away from ground/apparatus	Identify different pathways/directions Size of pathways- large/small	Turning jumps-quarter-half-three quarters-full using 1-2 feet or 2-2 feet	Continuity of movement –link movements smoothly
Travel with different body parts high	Show an understanding of different speeds/levels	Rolling/spins on floor on different body parts showing change in speed	Changes in speed and level
Which parts can travel close to the ground	Travel different pathways with different movements	Use a jump to link a turning movement in air with turning/spin on floor	Different parts of body leading into next movement
Link 2 or 3 movements showing control and a change in speed	Turning in air and on floor. Link 3 different ways of travelling to create an interesting pathway	Twisting	Make up short sequences of 3 or more movements using combinations of travel, roll, balance and jump showing change in direction
Travel underneath a partner who is holding a balanced bridge position	Partner work- follow my leader	Sequence of turning, spinning movements around the apparatus and twisting movements on apparatus	Perform simple sequence with partner

To observe each other in dance and begin to use key vocabulary.			✓	✓	✓	✓
To observe each other in partners and say what they like and can improve in their dance.			✓	✓	✓	✓
To observe and describe dance phrases and dances and use what they learn to improve their own dance.					✓	✓
Knowledge and understanding of fitness and health.						
To recognise how their body feels when still and exercising.	✓	✓				
To recognise and describe how different dance activities make them feel.			✓			
To understand the importance of warming up and cooling down.				✓	✓	✓
To know that they need to warm up and cool down for dance.				✓	✓	✓

At every stage use ideas on/over/under/in and out of simple apparatus

For detailed lesson plans, music for the warm ups and how to teach specific skills refer to Val Sabin Primary Gymnastics 4-7 Years