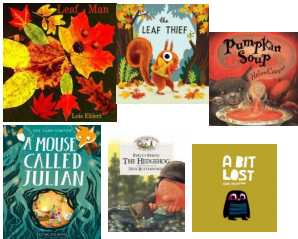




















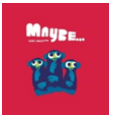

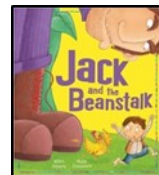

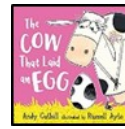



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	 <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	 <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	 <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	 <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Spring, The Teeny Weeny Tadpole, The story of Easter.</p>	 <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p>	 <p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
Content	<p>Daily Wake up shake up</p> <p>Weekly pencil and tool grip/ letter join patterns / play dough activities.</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>	<p>Daily Wake up shake up</p> <p>Weekly pencil and tool grip/ letter join patterns / play dough activities.</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>	<p>Daily Wake up shake up</p> <p>Weekly write dance/ letterjoin shapes and easy letters/ play dough activities.</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>	<p>Daily Wake up shake up</p> <p>Weekly write dance/ letterjoin easy letters/ play dough activities.</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>	<p>Daily Wake up shake up</p> <p>Weekly letter join formation focus activities (harder letters)</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>	<p>Daily Wake up shake up</p> <p>Weekly letter join formation focus activities (harder letters)</p> <p>Daily—fine and gross motor activities and access to both the indoor and outdoor classroom</p>
Weekly PE lesson content	Weekly Clip clop—dance activities	Weekly Clip clop—dance activities	Weekly Clip clop—dance activities	Weekly Clip clop—dance activities	Weekly Clip clop—dance activities Weekly PE lessons Dance Workshop	Weekly Clip clop—dance activities Weekly PE lessons Sports day



<p>Nursery Skills</p>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To learn about different fine motor activities e.g. dough disco, lego.</p> <p>To develop a comfortable grip when holding a range of objects.</p> <p>To copy dance move and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p> <p>To name and identify different parts of the body</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, mark making, ' Letter join' etc.</p> <p>To mark make in sensory trays and copy patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one into another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>To mark make using a comfortable, developing tripod grip when using pencils and pens.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus, maintaining balance using hands and feet to stabilize.</p>	<p>To hold the pencil confidently, using a developing tripod grip and beginning to form letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other tools safely.</p> <p>To grasp and release with two hands to throw and catch a large ball</p>
<p>Nursery Knowledge</p>	<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, and to show confidence in carrying them from one point to another.</p> <p>To know how to use the outdoor climbing frame as well and bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self-help skills - toileting and dressing</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p> <p>To know that books in English should be read from left to right and one page at a time.</p>	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/ materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>



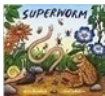
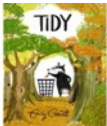


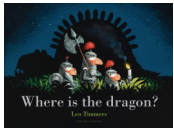






	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
Driver	<p>The Colour Monster (2 weeks) By Anna Llenas </p> <p>Elmer (1 week) </p> <p>Little Red Hen (1 week) </p>	<p>Binny's Divali (1 week) </p> <p>Remember Remember The Fifth of November (1 week) </p> <p>How to Catch a Star (1 week) </p> <p>Whatever Next (1 week) </p> <p>Owl Babies (2 weeks) </p> <p>Mog's Christmas (1 week) </p>	<p>The Little Red Hen by Ladybird books (2 weeks) </p> <p>The Three Little Pigs by Nicola Lawrence (3 weeks) </p> <p>People who help us series of non-fiction books (police, fire firefighters, ambulance crew, doctors)</p>	<p>Handa's Surprise by Eileen Browne (2 weeks) </p> <p>The Tiger who came to Tea by Judith Kerr (2 weeks) </p> <p>Maybe by Chris Haughton (2 weeks) </p>	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks) </p> <p>Jack and the Beanstalk by Mara Alperin (3 weeks) </p>	<p>A Squash and a Squeeze by Julia Donalson (2 weeks) </p> <p>The Cow that laid an Egg by Andy Cutbill (2 weeks) </p> <p>Farmyard Hullabaloo by Giles Andreae (2 weeks) </p>
Content	<p>2 x weekly PE lesson</p> <p>'Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p>	<p>2 x weekly PE lesson</p> <p>Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p> <p>Dance Workshop</p>	<p>2 x weekly PE lesson</p> <p>Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p> <p>Chinese Dance Workshop</p>	<p>2 x weekly PE lesson</p> <p>Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p> <p>Handas Surprise Dance Workshop</p>	<p>2 x weekly PE lesson</p> <p>Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p> <p>1x afterschool club 'The Hungry Caterpillar' Dance Workshop</p>	<p>2 x weekly PE lesson</p> <p>Daily Wake up Shake up'</p> <p>Daily—fine motor activities and access to outdoor classroom</p> <p>1x afterschool club Sports Day</p>
Weekly PE lesson content	Basic Skills—Exploring the equipment.	Games for understanding— Partner Work	Space and travel 1 Gymnastics	Space and travel 2 Gymnastics	Dance	Outdoor games



<p>Reception Skills</p>	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively, adjusting speed or direction to avoid obstacles.</p>	<p>To show good practice with regard to exercise, eating, sleeping, tooth care and hygiene.</p> <p>To be able to balance and co-ordinate safely, moving with developing control and grace.</p> <p>To negotiate space effectively, when racing and playing chasing games with other children.</p> <p>To refine landing technique to create a soft landing.</p>	<p>To show increasing control over an object when pushing, patting, throwing and catching.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To use their core muscle strength to achieve a good sitting position when sitting at a table.</p> <p>To combine different movements with ease and fluency.</p>	<p>To practice some appropriate safety measures without direct supervision.</p> <p>To move energetically i.e. running, dancing and climbing.</p> <p>To be able to stand on leg and hold a pose, for a game like musical statues.</p> <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To use a range of large and small equipment effectively.</p> <p>Collaborating with others effectively to manage large items.</p> <p>Choose the right resource to carry out their own plan.</p>	<p>ELG Gross Motor Skills To be able to negotiate space and obstacles safely.</p> <p>To demonstrate strength, balance and coordination.</p> <p>To move energetically i.e. running, jumping, hopping, skipping, dancing and climbing.</p> <p>ELG Fine motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Reception Knowledge</p>	<p>Choose and know which hand they are going to write with.</p> <p>Know and recognise letters, beginning to form them correctly</p> <p>Know how to use the climbing equipment safely.</p> <p>Know how to use scissors effectively.</p>	<p>Know how to make anticlockwise movement and retrace vertical lines.</p> <p>Know how to use the trim trail / play ground equipment safely.</p> <p>Know that I can adjust my speed and direction to avoid obstacles.</p>	<p>Know how good practice with regard to exercise, eating sleeping, tooth brushing and hygiene can contribute to good health.</p> <p>Know how to adjust my body shape, position and pace to help me move around freely in a controlled manner.</p> <p>Use my knowledge of movement to select different ways to move around a space.</p>	<p>Know that you need to negotiate space in order to move around safely.</p> <p>Know how to use your body to travel around a space in different ways.</p> <p>Know that you move around and dodge obstacles by using your agility.</p> <p>Know why it is important to handle different apparatus safely.</p> <p>Know how to use scissors and other tools effectively and safely.</p>	<p>Know how to form letters and numbers correctly.</p> <p>Know how to handle a range of large and small equipment and tools effectively and safely</p> <p>Know how to carry out certain physical activities safely.</p> <p>Know how to move energetically and with control i.e. running, dancing and climbing.</p>	<p>ELG Gross Motor Skills Know how to negotiate space and obstacles safely.</p> <p>Know and be able to move energetically i.e. running, jumping, hopping, skipping, dancing and climbing.</p> <p>ELG Fine motor Know and be able to hold a pencil effectively in a tripod grip. Know how to use a range of small tools, including scissors, paint brushes and cutlery correctly, using a dominant hand.</p>

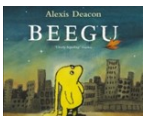







	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas </p> <p>The Leaf Thief by Alice Hemming (3 weeks) </p> <p>Superworm by Julia Donaldson (3 weeks) </p>	<p>Tidy by Emily Gravett (4 weeks) </p> <p>Three Billy Goats Gruff Little Witch Hazel (3 weeks) </p>	<p>Rapunzel by Bethan Woollvin (4 weeks) </p> <p>Where is the dragon? (3 weeks) </p>	<p>Katie in London (3 weeks) </p> <p>Paddington at the Palace by Michael Bond (3 weeks) </p>	<p>Grandad's Island (5 weeks) </p>	<p>The Lion Inside (7 weeks) </p>
Content	<p>Team Games</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p> <p>Half termly exchange of parent and child 'Home PE Challenge Bag'</p>	<p>Gymnastics</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p> <p>Half termly exchange of parent and child 'Home PE Challenge Bag'</p>	<p>Ball and co-ordination skills</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p> <p>Half termly exchange of parent and child 'Home PE Challenge Bag'</p>	<p>Bat and ball skills</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p>	<p>Dance—Rio D Vida</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p>	<p>Outdoor games</p> <p>1 x weekly PE lesson</p> <p>1 x weekly 'Clip Clop' music and movement</p> <p>1 x PE after school club</p> <p>2x weekly dinner time 'sports coach' activities'</p> <p>Daily sports focus at playtime</p> <p>Sports Day</p>



<p>Year 1 Skills</p>	<p>Team games Using Space:</p> <ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. <p>Begin to use space in a game.</p> <p>Attacking and Defending:</p> <ul style="list-style-type: none"> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. <p>Tactics and Rules:</p> <ul style="list-style-type: none"> Follow simple rules to play games, including team games. 	<p>Gymnastics Floor:</p> <ul style="list-style-type: none"> Introducing roll/ jump/ travel and speed variations <p>Bench:</p> <ul style="list-style-type: none"> Walking variations body slides and pulls <p>Balances:</p> <ul style="list-style-type: none"> Individual balances Begin partner balances <p>Rebound:</p> <ul style="list-style-type: none"> Jumps off the vault and benches <p>Compete/Perform:</p> <ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. 	<p>Ball and co-ordination skills Throwing and Catching:</p> <ul style="list-style-type: none"> Throw underarm and overarm (including throwing to a target) . Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. <p>Travelling with a Ball:</p> <ul style="list-style-type: none"> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. <p>Passing a Ball:</p> <ul style="list-style-type: none"> Pass the ball to another player in a game. Use kicking skills in a game. 	<p>Games—Bat and ball skills Striking and Hitting a ball:</p> <ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving <p>Tactics and Rules:</p> <ul style="list-style-type: none"> Follow simple rules to play games, including team games <p>Compete/Perform:</p> <ul style="list-style-type: none"> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <p>Evaluate:</p> <ul style="list-style-type: none"> Begin to say how they could improve 	<p>Dance To explore the movements of different parts of the body. •</p> <ul style="list-style-type: none"> To explore different body shapes To create and perform a simple dance and a partnered dance with teacher guidance. To convey a short narrative through the medium of dance. To move in space safely with others, with an awareness of the body and the space it moves in To work with a partner, being aware of each other and keeping time. To copy a partner’s movements To show sensitivity to music when moving To develop poise, balance and coordination while moving and stopping 	<p>Outdoor games Compete/Perform:</p> <ul style="list-style-type: none"> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <p>Participate and encourage.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> Watch and describe performances. Begin to say how they could improve.
<p>Year 1 Knowledge</p>	<p>Team games Know the importance of being a good team player.</p> <p>Encourage others even when I may not win myself.</p> <p>Know the need for turn taking when participating in team games.</p> <p>To begin to understand that different members of a team may have different roles. I.e. Attacking and defending.</p> <p>To begin to understand the meaning of attacking and defending.</p>	<p>Gymnastics Understand that it is important for us to warm up before we start gymnastics.</p> <p>Know how to safely land and finish skills.</p> <p>Know all basic gymnastics shapes.</p> <p>Know how to move your body in different ways and at different speeds in a controlled manner.</p> <p>Know how to safely enter and exit partner balances.</p> <p>Know how long balances are held for (3 seconds)</p>	<p>Ball and co-ordination skills Know you can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this.</p> <p>Know that you can use your hands or feet to pass a ball.</p> <p>Know that to throw/kick accurately you need to look at the target and aim.</p> <p>Know that to catch accurately you need to make a cradle with your hands or arms and look at where the beanbag/ball is aimed.</p>	<p>Games—bat and ball skills Know and can Describe how the body feels before, during and after exercise.</p> <p>Understands the importance of stretching and staying hydrated.</p> <p>Know how to balance and move in a variety of ways and directions.</p> <p>Know how to hold and use a range of equipment safely (Racket and balls)</p> <p>Know that different members of a team may have different roles and how they can work together.</p> <p>Know that turn taking is needed to complete team games.</p>	<p>Dance Knows that exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.</p> <p>Know the importance of stretching and staying hydrated.</p> <p>Know focus and concentration is necessary when dancing.</p> <p>Know Dance can be thought of as a narrative. Know that movements can be sequenced to create a dance.</p> <p>Know there is ‘strong’ and ‘light’ music and there are strong and light movements.</p> <p>Know there are different levels and directions within a space.</p> <p>Know that when dancing with a partner it is important to be aware of each other and keep time.</p>	<p>Outdoor games Know and can describe how the body feels before, during and after exercise.</p> <p>Understand the importance of stretching and staying hydrated.</p> <p>Know the difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these.</p> <p>Know and follow basic team game rules.</p>



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonley Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	Gymnastics 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 2 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at playtime	Dance 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 2 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at playtime	Tag Rugby 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 2 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at playtime	Ball Skills 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 2 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at Playtime Half termly exchange of parent and child 'Home PE Challenge Bag'	Tennis 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 1 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at Playtime Half termly exchange of parent and child 'Home PE Challenge Bag'	Outdoor Games 1 x weekly PE lesson 1 x weekly 'Clip Clop' music and movement 1 x PE after school club 2x weekly dinner time 'sports coach' activities' Daily sports focus at Playtime Half termly exchange of parent and child 'Home PE Challenge Bag' Sports Day



<p>Year 2 Skills</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Floor: Forward rolls. Teddy bear rolls Jump variations • Bench: travel variations • Squat and Straddle on box top with dismount jumps. • Bunny Hops on long vault. • Balances: Individual balances Partner balances 	<p>Dance</p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance. • Make a sequence by linking sections together (on own, as well as with a partner). • Express a mood or feeling, including changes in mood and feeling, through a short dance routine. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Travelling with a Ball: Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. • Passing a Ball: Know how to pass the ball in different ways. • Using Space: Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. • Attacking and Defending: Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. 	<p>Ball skills</p> <ul style="list-style-type: none"> • Throwing and Catching: Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. • Travelling with a Ball: Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. • Passing a Ball: Know how to pass the ball in different ways, and independently change/ adapt passing techniques as required. 	<p>Tennis</p> <ul style="list-style-type: none"> • Striking and Hitting a Ball: Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. 	<p>Outdoor games</p> <ul style="list-style-type: none"> • Using Space: Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. Begin to choose and use the best space in a game. • Attacking and Defending: Use at least one technique to attack or defend to play a game successfully. • Tactics and Rules: Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. • Compete/Perform: Perform learnt skills with increasing control.
<p>Year 2 Knowledge</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Understand that it is important for us to warm up before we start gymnastics. • Know how to correct stretch muscles in the warm up. • Have a basic understanding that conditioning builds muscle strength & endurance. • Know how to safely land and finish skills. • Know all basic gymnastics shapes. • Know how to safely roll and jump. • Know how to safely enter and exit partner balances and what to do if the balance becomes unsafe. • Know how long balances are held for (3 seconds) 	<p>Dance</p> <ul style="list-style-type: none"> • Know you can use different parts of your body within a dance sequence. • Know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. • Use the correct terminology for body parts involved in dance routines. • Know that you can change levels and direction throughout a sequenced dance routine. • Know you can use repetition and patterns within dance sequences. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Know how to bounce, dribble and kick a ball whilst moving. • Know how to pass a ball in a variety of ways. • Know that there are different ways of travelling. • Know and can decide the best direction and speed to travel. • Understand the terms attack and defend. 	<p>Ball skills</p> <ul style="list-style-type: none"> • Know how to throw, catch, kick, roll and bounce a ball, with accuracy and at varying distance. • Know and can decide the best way to travel and pass a ball in different games. 	<p>Tennis</p> <ul style="list-style-type: none"> • Know and describe the body position when striking a ball. • Know how to use striking skills when hitting a ball. • Know and can decide the best space to be in when striking a ball. • Know and can follow rules. 	<p>Outdoor games</p> <ul style="list-style-type: none"> • Know and can describe how the body feels during and after different physical activities. • Know that physical activity is important to stay healthy. • Know how to use hitting, kicking and/or rolling in a game. • Know and can decide the best space to be in during a game. • Know how to use a tactic in a game. • Know and can follow rules