

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<b>"Gym- Body Management</b>	<a href="#">Balance and Tension in Small Body Parts</a>	1	To know and use and small body parts.	All – use Small Body Parts (SBP) Most- can balance using a range of small body parts.	Some- Show tension in balances.
	<a href="#">Balance and Tension in Large Body Parts</a>	2	To know and use large body parts.	All- know and use Large Body Parts (LBP) with tension. Most- show tension most of the time.	Some- consistently show tension.
	<a href="#">Linking</a>	3	To link 3 static positions.	All- use linking movement. Most- show elements of performance.	Some-consistently show tension.
	<a href="#">Introduction to sequences</a>	4	To perform a learnt sequence.	All- can copy a sequence with linking movement. Most-show elements of tension and control.	Some-use tension and control consistently.
	<a href="#">Creating a sequence</a>	5	To perform an original 3 part sequence	All- create a sequence Most- use tension and a range of links between balances.	Some- accurately perform original sequence.
	<a href="#">Review and refine work</a>	6	To evaluate and perform original sequence.	All- can give feedback Most- act on feedback	Some- react to self/peer feedback.
<b>Games- Object Control"</b>	<a href="#">Rolling to self and partner</a>	1	To roll and receive with control	All- can roll and control with some accuracy. Most- can roll and control consistently.	Some- can self-evaluate performance.
	<a href="#">Sending and Recieving</a>	2	To use equipment to send and receive.	All-use equipment to send an object. Most- use equipment to send and control an object.	Some- use a variety of equipment.
	<a href="#">Control</a>	3	To control an object whilst moving using body part.	All- Can move with an object. Most- can change direction whilst in control of an object.	Some- can change direction whilst in control of an object at speed.
	<a href="#">Keeping Control</a>	4	To use equipment to control an object whilst moving.	All- Can move with an object. Most- can change direction whilst in control of an object.	Some- can change direction whilst in control of an object at speed.
	<a href="#">Keeping Control</a>	5	To use equipment to balance an object.	All- can move object with control. Most- can control different objects	Some- can use both hands effectively.

	<a href="#">Recieve on the move</a>	6	To send/ receive and control an object on the move.	All- can control an object effectively. Most- can control an object at speed.	Some- can fluently control an object at speed.
"Dance, interpretive dance"	<a href="#">Exploring Movement</a>	1	To respond to stimuli.	All- can move freely and appropriately in response to stimuli. Most- can move appropriately with expression.	Some- can move appropriately with control and precision.
	<a href="#">Exploring Speed</a>	2	To respond to stimuli.	All- can move freely at different speeds. Most- can copy and remember appropriate movements.	Some- show originality in dance.
	<a href="#">Exploring Levels</a>	3	To be aware of different levels in dance.	All-Can move freely using different levels. Most- can copy others movements and remember to change level.	Some- show originality.
	<a href="#">Exploring Direction</a>	4	To use space and direction when responding to stimuli.	All- can move freely in different directions. Most- can copy and remember dance moves.	Some- show originality.
	<a href="#">Combination</a>	5	To link 2 movements in a sequence.	All- can perform a dance sequence. Most- can create and perform a dance sequence.	Some- Can create and perform a dance sequence with expression.
	<a href="#">Evaluate, refine and reform</a>	6	To repeat combinations.	All- show elements of performance in sequence. Most- can give feedback on a performance.	Some- can use feedback to improve their dance.
		<a href="#">Jumping</a>	1	To know basic technique of jumping for distance.	All- know principles of jumping for distance. Most- demonstrate principles of jumping for distance.
<a href="#">Jumping</a>		2	To know basic technique of jumping for height.	All- know principles of jumping for height. Most- demonstrate principles of jumping for height.	Some- consistently show good technique.

Athletics	<a href="#">Running</a>	3	Develop awareness of running technique.	All- can run with good posture and balance Most- evaluate running performance.	Some- adapt performance based on evaluation
	<a href="#">Running</a>	4	To use effective running technique	All- know running technique. Most- can apply technique in a race.	Some- can apply technique with speed.
	<a href="#">Throwing</a>	5	To throw with accuracy.	All- can use good throwing technique. Most- can use technique to throw accurately.	Some- can consistently throw accurately.
	<a href="#">Throwing</a>	6	To throw with power.	All- know the difference between power and accuracy. Most- use good technique when throwing for distance.	Some consistently show good technique.
"Gym- Floor Exercises	<a href="#">Movement with partner</a>	1	To use different stepping gymnastic movements.	All- know and describe stepping movements. Most- Move with control.	Some- Can work effectively with a partner.
	<a href="#">Stepping with apparatus</a>	2	To adapt and perform gymnastic movements	All- can adapt movements. Most- move with control.	Some- adapt movements independently
	<a href="#">Rolling recap</a>	3	To use different rolls.	All- can roll confidently Most- know and describe effective rolls.	Some- roll with control
	<a href="#">New rolls</a>	4	To perform a variety of rolls.	All- can attempt a variety of rolls Most- can roll with control in at least 1 roll.	Some-can roll with control consistently.
	<a href="#">sequence</a>	5	To create and perform a simple sequence.	All- can perform a simple sequence. Most- link parts of sequence with control.	Some- can link with fluency
	<a href="#">Rolling sequence</a>	6	To create a complex sequence	All - can perform a simple sequence. Most - link parts of sequence with control.	Some - can link with fluency

<b>Dance- Performance</b>	<a href="#">New moves</a>	1	To explore dance moves.	All- can copy basic moves. Most- can create a basic dance move.	Some- can copy moves with precision and a high level of performance.
	<a href="#">Exploring Speed</a>	2	To learn dance moves.	All- can copy moves. Most- can repeat moves consistently.	Some- can show high levels of performance,
	<a href="#">Teach sequences</a>	3	To perform a sequence of movements	All- can copy a simple sequence. Most- can perform sequence in time with others.	Some- can learn a sequence quickly and lead small groups.
	<a href="#">Own sequence</a>	4	To create an original sequence	All- can perform a sequence of moves. Most- can create an original sequence of movements.	Some- can create an original sequence and perform with timing and control.
	<a href="#">Practice</a>	5	To perform a sequence of movements.	All- can perform a sequence of moves. Most- can work collaboratively to adapt a sequence.	Some- show elements of leadership when working within a group.
	<a href="#">Refine and perform</a>	6	To perform in time to music.	All- can copy sequence of moves Most- can move in time to the music.	Some- can move in time to music consistently.
<b>Gym- Flight Games</b>	<a href="#">Jumps</a>	1	To know principles of take-off and landing	All- know principles of take-off and landing Most- consistently demonstrate principles of take-off and landing.	Some- can explain principles of take-off and landing.
	<a href="#">Jumps</a>	2	To alter shapes in the air.	All- can land safely. Most- show tension in jumps.	Some- demonstrate all jumps consistently with tension.
	<a href="#">Jump to roll</a>	3	To explore basic linking movements.	All- can link jump and roll and can spin. Most- can link jump and roll with control and can spin with control.	Some- can perform above linking movements with control consistently.
	<a href="#">sequence</a>	4	To create a simple sequence.	All- can copy simple sequence. Most- can perform a sequence with control.	Some- can create a sequence.
	<a href="#">Sequence (paired)</a>	5	To refine a simple sequence.	All- can listen and respond to feedback. Most- can give accurate feedback.	Some- can identify strengths in self and others.

	<a href="#">Sequence (paired/appartus)</a>	6	To adapt a simple sequence	All- can work effectively with a partner. Most- can adapt a sequence.	Some- can include a change of direction in a sequence.
Sending and Receiving	<a href="#">Sening and Recieving</a>	1	To know basic principles of sending and receiving	All- can send and receive consistently Most- can adapt sending and receiving.	Some- can select the correct option consistently.
	<a href="#">Striking</a>	2	To know effective striking technique.	All- can stop a moving object consistently. Most- can move to control an object.	Some- can predict where to move to stop a ball.
	<a href="#">Rolling</a>	3	To roll with accuracy	All- can roll accurately. Most- can choose appropriate power.	Some- can roll consistently accurately.
	<a href="#">Striking</a>	4	To apply striking technique.	All- can strike ball consistently. Most- can demonstrate good technique.	Some- can show consistent technique and accuracy.
	<a href="#">Catching</a>	5	To bounce a ball accurately to self and catch.	All- can bounce and catch Most- can bounce and catch consistently.	Some- can bounce and catch with a partner.
	<a href="#">Striking</a>	6	To apply striking skills	All- can strike ball consistently. Most- can demonstrate good technique.	Some- can show consistent technique and accuracy.
	"Games-Net/Wall	<a href="#">Hand/Eye Coordiantion</a>	1	To develop hand/eye coordination	All- can catch after a bounce. Most- can catch without a bounce.
<a href="#">Racket Skills</a>		2	To consolidate racket skills	All- can hold a racket effectively. Most- can show racket control.	Some- can show a level of comfort with racket.
<a href="#">Racket Skills</a>		3	To develop racket skills	All- can hit a ball accurately Most- can demonstrate correct hitting position	Some- can use correct hitting position consistently.
<a href="#">Racket Skills</a>		4	To improve racket/eye coordination.	All- can throw accurately. Most- hit a bouncing ball with control.	Some- hit a bouncing ball with consistency and control.
<a href="#">Forehand</a>		5	To consolidate racket/eye coordination	All- can throw accurately. Most- hit a bouncing ball with control.	Some- hit a bouncing ball with consistency and control.

	<a href="#">Forehand</a>	6	To hit with control	All- can hit a bouncing ball with control. Most- hit a bouncing ball with control consistently.	Some- can react and adapt to different situations.
<b>Locomotion agility"</b>	<a href="#">Explore Movement</a>	1	To know a variety of ways to move.	All- know a variety of movements Most- can develop movements to make them more efficient.	Some- can move in various ways easily.
	<a href="#">Straight Line</a>	2	To move effectively in a straight line	All- can move effectively in a straight line. Most- can move at speed in a straight line.	Some- use good technique when moving in a straight line.
	<a href="#">Sideways</a>	3	To explore sideways movement	All- can move sideways effectively. Most- can use effective technique when moving sideways.	Some- move sideways at speed.
	<a href="#">Changing Direction</a>	4	To change direction effectively	All- can change direction. Most- can change direction effectively.	Some- can change direction quickly.
	<a href="#">Changing Direction and Evasion</a>	5	To use evasion and special awareness skills	All- can apply agility to game situations. Most- can evade partner using a range of movements.	Some- can react quickly to events
	<a href="#">Agility</a>	6	To apply agility	All- can apply agility to different situations. Most- can show creativity.	Some- can show consistent agility and speed
<b>Locomotion</b>	<a href="#">Explore Movement</a>	1	To know a variety of ways to move.	All- know a variety of movements Most- can develop movements to make them more efficient.	Some- can move in various ways easily.
	<a href="#">Straight Line</a>	2	To move effectively in a straight line	All- can move effectively in a straight line. Most- can move at speed in a straight line.	Some- use good technique when moving in a straight line.
	<a href="#">To explore sideways movement</a>	3	To explore sideways movement	All- can move sideways effectively. Most- can use effective technique when moving sideways.	Some- move sideways at speed.
	<a href="#">Changing Direction</a>	4	To change direction effectively	All- can change direction. Most- can change direction effectively.	Some- can change direction quickly.
	<a href="#">Spacial Awareness</a>	5	To use evasion and special awareness skills	All- can apply agility to game situations. Most- can evade partner using a range of movements.	Some- can react quickly to events
	<a href="#">Agility</a>	6	To apply agility	All- can apply agility to different situations. Most- can show creativity.	Some- can show consistent agility and speed

Athletics	<a href="#">Jumping</a>	1	To know the basic principles of jumping	All- can explain difference between jumping for height and distance. Most- can demonstrate principles of jumping.	Some- can show perfect technique when jumping.
	<a href="#">Jumping</a>	2	To use jumping movements	All- can jump far and high. Most- can recognise improvements in performance.	Some- can adapt technique to different situations.
	<a href="#">Running</a>	3	To respond quickly to stimulus. To accelerate and decelerate rapidly.	All- respond to stimulus Most- respond quickly to stimulus.	Some- show acceleration using natural power.
	<a href="#">Running</a>	4	To develop running technique.	All- use correct running technique. Most- show awareness of speed.	Some- consistently show good technique and awareness of speed.
	<a href="#">Throwing</a>	5	To know different ways of throwing	All- can throw in different ways. Most- can identify different throws.	Some- can demonstrate different throws.
	<a href="#">Throwing</a>	6	To throw for distance effectively.	All- know principles of throwing. Most- use appropriate technique.	Some- self-select appropriate technique.