

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Games - invasion	Passing and Control	1	To send and control a ball.	All- can send and control a ball. Most- Send and control on the move.	Some- execute a variety of passes consistently.
	Evasion	2	To understand the need for evasion. To use evasive movements	All- can move into space. Most- use evasion strategies.	Some- anticipate when evasion is necessary
	Defence	3	To know principles of defence.	All- can shadow opponent. Most- understand marking.	Some- anticipate potential opportunities to intercept.
	Attacking (finding space)	4	To know principles of attack.	All- can work together to achieve a goal. Most- can move into space purposefully	Some- select appropriate action quickly in and attacking situation.
	Attack VS Defence	5	To apply principles to game situations.	All- know difference between attack and defence. Most- can apply principles effectively	Some- Show awareness of tactics.
	Attack VS Defence	6	To apply principles to game situations.	All- know difference between attack and defence. Most- can apply principles effectively	Some- Show awareness of tactics.
Gym Body Managment	Balance and Tension in Small Body Parts	1	To demonstrate a range of balances using different body parts	All- All show tension Most- Show variety in their range of balances.	Some- Accurately and consistently show tension in all balances.
	Balance and Tension in Large Body Parts	2	To demonstrate a range of balances using apparatus and floor.	All- can balance using apparatus Most- can show tension.	Some- can show creativity, variety and tension.
	Linking	3	To demonstrate a range of balances using high apparatus.	All- can balance using apparatus Most- can show tension.	Some- can show creativity, variety and tension.
	Introduction to sequences	4	To link 2 static balances using apparatus.	All-introduce extra linking movement. Most- include element of performance.	Some- consistency of performance.
	Creating a sequence	5	To create a 3 part sequence using apparatus	All- can perform a sequence. Most- perform a range of different balances and movements.	Some- Accurately demonstrate a sequence with an element of performance.

	Review and Refine Work	6	To evaluate and refine own and others work.	All- can perform a sequence. Most- perform a range of different balances and movements. Can act on feedback.	Some- Accurately demonstrate a sequence with an element of performance. Can give appropriate feedback.
Dance - Interpretive Dance	Exploring Dance	1	To explore and respond to a stimuli.	All- can translate stimuli to dance moves. Most- can move appropriately with expression.	Some- Show control and originality.
	Exploration	2	To explore movement and respond to stimuli.	All- can move at different speeds, direction, and level. Most- can change speed, direction and level purposefully.	Some- show control and originality.
	Combination	3	To create a link dance phrases.	All- can create a sequence. Most- create a sequence using different speed, levels and direction.	Some- Shows expression during sequence.
	Paired Combination	4	To create and link dance phrase with partner.	All- can work with a partner to create sequence. Most- can perform with control.	Some- can perform consistently with control and precision.
	Groups Combination	5	To create and link dance phrases in a group.	All- can work with a group to create a sequence. Most- members of group perform with control.	Some- perform with originality and expression.
	Evaluate, Refine and Perform	6	To refine and evaluate a performance.	All- can describe their dance. Most- Can perform with precision.	Some- Can describe, evaluate and alter performance accordingly.
	Jumping	1	To improve leg power and balance. To link 2 or more movements together.	All- can hop and jump with control. Most- perform a sequence of steps	Some- perform a sequence with balance and control.
Jumping	2	To jump with power and balance. To link 2 or more movements together.	All- can jump and hop with control. Most- can vary speed of jump and hop sequence.	Some- perform sequences with fluidity.	

Athletics	Running	3	Consolidate running technique	All- can run effectively at different speeds. Most- can attempt sprinting technique.	Some- can use good sprinting technique.
	Running	4	To maintain running technique when running over obstacles.	All- can run over obstacles. Most- can show elements of good technique.	Some- can maintain good technique throughout activities.
	Throwing	5	To throw for distance using different techniques	All- know basic principles of throwing for distance. Most- can use a variety of techniques to throw.	Some- can develop their technique and adapt to different situations.
	Throwing	6	To throw using different techniques with power.	All- can use different throwing techniques. Most- can select appropriate technique for event.	Some- use correct technique to achieve maximum power.
Gym- Floor Exercises	Stepping/High Movements	1	To move with control and fluency.	All- move with control. Most- move with control and fluency.	Some- move with control and fluency in a variety of movements.
	Rolling Recap	2	To roll with control	All - roll with control in at least 2 rolls. Most - roll with control in all rolls.	Some - evaluate own and others performance.
	New Roll	3	To perform a variety of rolls	All- can attempt to roll forwards. Most- can roll forward confidently into sitting position.	Some- can roll forward with control to standing position.
	5 Part Sequence	4	To create a complex sequence.	All- can create and perform sequence with control. Most- can create and perform a sequence with control and fluency.	Some- evaluate and improve performance.
	Sequence with partner	5	To create and evaluate paired sequence.	All- evaluate and adapt a sequence. Most- can perform in unison.	Some- can perform together in different ways.

	Adapt using apparatus	6	To adapt sequence to include apparatus.	All - evaluate and adapt a sequence. Most - can perform in unison.	Some - show creativity and high levels of performance.
Dance- Performance Dance	Creating sequence	1	To create part of a dance sequence.	All- can work within a group. Most- can contribute to group	Some- can lead and direct group.
	Practice	2	To refine performance.	All- perform short sequence. Most- give appropriate feedback.	Some- use feedback to improve performance.
	Perform/Teach	3	To perform part of a dance sequence	All- perform sequence. Most- can communicate ideas.	Some- can replicate quickly what they have seen.
	Perform/Refine	4	To perform a complex dance sequence.	All- can perform majority of dance. Most can perform all of sequence.	Some- can suggest changes or improvements.
	Perform	5	To perform a complex dance sequence.	All- can perform all of the sequence. Most- can perform all with control.	Some- can lead groups and perform with high energy levels.
Gym- Flight	Jumps	1	To apply principles of landing and take-off	All- can jump and land safely off apparatus. Most- can alter shape in the air and land safely.	Some- can perform a variety of shapes off apparatus.
	Turns and Spins	2	To perform half turn and full turn from floor and apparatus.	All- can perform 1/2 and full turn from apparatus. Most- can perform 1/2 and full turn on floor.	Some- can perform 1/2 and full turns with control.
	Jumps and turns	3	To perform short sequence.	All- can perform 1/2 and full turn. Most- can perform turn as part of a sequence.	Some- can perform sequence in unison.
	Sequence	4	To perform sequence with a partner.	All- can perform a sequence with a partner. Most- can perform a sequence with control.	Some- can perform sequence in a variety of ways.
	Sequence	5	To perform sequence with a partner.	All- can demonstrate understanding of key words. Most- can perform in a chosen way.	Some- can demonstrate more complex movements confidently.

	Sequence	6	To adapt a sequence.	All- can share ideas and perform sequence. Most- can adapt sequence and work collaboratively	Some- can adapt sequence using inventive and complex movements or balances.
Games- Invasion 2	Passing and Control	1	To send and control a ball.	All- can send and control a ball. Most- Send and control on the move.	Some- execute a variety of passes consistently.
	Evasion	2	To understand the need for evasion. To use evasive movements	All- can move into space. Most- use evasion strategies.	Some- anticipate when evasion is necessary
	Defence	3	To know principles of defence.	All- can shadow opponent. Most- understand marking.	Some- anticipate potential opportunities to intercept.
	Attack (space finding)	4	To know principles of attack.	All- can work together to achieve a goal. Most- can move into space purposefully	Some- select appropriate action quickly in and attacking situation.
	Attack VS Defence	5	To apply principles to game situations.	All- know difference between attack and defence. Most- can apply principles effectively	Some- Show awareness of tactics.
	Attack vs Defence	6	To apply principles to game situations.	All- know difference between attack and defence. Most- can apply principles effectively	Some- Show awareness of tactics.
Games - net/wall	Coordination	1	To develop hand/eye coordination.	All- can return a bouncing ball with their hand. Most- can rally with a partner.	Some- show awareness of hitting into space.
	Forehand	2	To develop racket skills	All- can throw accurately. Most- can hit a bouncing ball with control.	Some- can hit a bouncing ball with control consistently.
	Volley	3	To develop racket skills.	All- can catch Most- can hit a ball without a bounce.	Some- can hit a ball without a bounce with control.
	Volley	4	To develop racket/eye coordination	All- can hit a volley. Most- can hit a volley with control.	Some- can hit a volley with precision.
	Rally	5	To develop hitting technique.	All- can hit a moving ball. Most- can rally with a partner to at least 10 shots.	Some- can show awareness of space
	Competition	6	To hit a moving ball accurately	All- can join in a rally Most- can show awareness of space	Some- can show accuracy consistently.

Athletics	Jumping	1	To refine jumping for height	All- can jump and land with control. Most- Can describe and evaluate jumping action.	Some- can comment on their own technique and provide accurate feedback to others.
	Jumping	2	To jump with power and balance.	All- can demonstrate all aspects of the jumping action Most- can consistently demonstrate all aspects of the jumping action. Give 100% effort in all activities.	Some- demonstrate all aspects of the jumping action consistently.
	Running	3	Consolidate running technique	All- can run fast with elements of technique. Most- can consistently use technique to run fast.	Some- can comment on their own and others performance,
	Running	4	To know how running affects health and fitness	All- can recognise and describe what their body feels like. Most- record how body feels.	Some- can suggest activities to increase heart rate.
	Throwing	5	To throw for distance using different techniques	All- know basic principles of throwing for distance. Most- can use a variety of techniques to throw.	Some- can develop their technique and adapt to different situations.
	Throwing	6	To throw using different techniques with power.	All- can use different throwing techniques. Most- can select appropriate technique for event.	Some- use correct technique to achieve maximum power.
Games - Striking	Coordination	1	To develop hand/eye coordination.	All- can return a bouncing ball with their hand. Most- can rally with a partner.	Some- show awareness of hitting into space.
	Forehand	2	To develop racket skills	All- can throw accurately. Most- can hit a bouncing ball with control.	Some- can hit a bouncing ball with control consistently.
	Volley	3	To develop racket skills.	All- can catch Most- can hit a ball without a bounce.	Some- can hit a ball without a bounce with control.

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	Rally	5	To develop hitting technique.	All- can hit a moving ball. Most- can rally with a partner to at least 10 shots.	Some- can show awareness of space
	Competition	6	To hit a moving ball accurately	All- can join in a rally Most- can show awareness of space	Some- can show accuracy consistently.
Athletics	Jumping	1	To refine jumping for distance.	All- can jump and land with control. Most- Can describe and evaluate jumping action.	Some- can comment on their own technique and provide accurate feedback to others.
	Jumping	2	To jump with power and balance.	All- can demonstrate all aspects of the jumping action Most- can consistently demonstrate all aspects of the jumping action. Give 100% effort in all activities.	Some- demonstrate all aspects of the jumping action consistently.
	Running	3	Consolidate running technique	All- can respond quickly to stimulus. Most- show good acceleration.	Some- show tactical awareness.
	Running	4	To adjust running pace appropriately.	All- know difference between sprint and endurance. Most- can select appropriate speed.	Some- select and maintain an appropriate speed.
	Throwing	5	To throw for distance using different techniques	All- can use different throwing techniques. Most-perform using correct technique consistently.	Some- use correct technique consistently and select own goals.
	Throwing	6	To throw using different techniques with power.	All- can use different throwing techniques. Most-perform using correct technique consistently.	Some- use correct technique consistently and select own goals.

