

| Unit | Lesson name | Lesson No. | Learning objective | Expected Standard (EXS) | Greater depth (GDS) |
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| Gym - Body Management | Balance and tension in small body | 1 | To perform a variety of balances with a partner (mirroring) | All- can perform 2 or more mirrored balances. Most- can perform 3 mirrored balances within given parameters | Some- can consistently demonstrate tension and control. |
| | Balance and tension in large body parts | 2 | To perform a variety of balances with a partner (supporting) | All- can perform 2 balances with partners support. Most- can perform a range of balances with partners support. | Some- show creativity in the use of partner. |
| | Linking | 3 | To link paired balances with a variety of movements. | All- can link 3 balances Most- can perform a variety of linking movements | Some- can change speed, level and direction to join balances. |
| | Introduction to sequences | 4 | To create a sequence showing mirroring balances. | All- can perform a basic sequence. Most- can perform a mirrored sequence with some accuracy | Some- demonstrate creativity and control in a sequence. |
| | Creating a sequence | 5 | To create a sequence using a variety of partner balances. | All- can perform a basic sequence. Most- can perform a paired supported sequence with some accuracy | Some- demonstrate creativity and control in a sequence. |
| | Review and refine work | 6 | To refine and improve sequences based on feedback. | All- can respond to feedback Most- can give appropriate feedback and respond to feedback. | Some- show creativity in sequencing and can demonstrate a high level of performance. |
| Games - invasion | Passing and Control | 1 | To send and control a ball. | All- move to catch and pass. Most- execute a variety of passes. | Some-consistently select appropriate skill for situation. |
| | Shooting | 2 | To shoot effectively | All know the difference between shot and pass. Most- know and use correct technique. | Some- show consistent accuracy. |
| | Evasion | 3 | To use evasion | All- can move into space. Most- use evasion strategies. | Some- can quickly identify space and react accordingly. |
| | Defence | 4 | To know and apply principles of defence. | All- understand marking Most- can react to an attack. | Some- can influence attackers. |
| | Attack VS Deference | 5 | To apply principles of attack and defence to a game situation | All- can apply basic principles of attack and defence. Most- can give and receive feedback and work cooperatively. | Some- evaluate own performance and consistently show awareness of game principles. |

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| | Attack VS Deference | 6 | To apply principles of attack and defence to a game situation | All- can apply basic principles of attack and defence. Most- can give and receive feedback and work cooperatively. | Some- evaluate own performance and consistently show awareness of game principles. |
| Dance- Interpretive dance | Interpret a Story | 1 | To explore characters in a narrative. | All- can perform as a character. Most- can perform with expression. | Some- use distinct, expressive movements. |
| | Creating narrative | 2 | To perform narrative | All- perform narrative. Most- create original movements to narrative. | Some- perform with expression. |
| | Creating narrative (groups) | 3 | To use choreographic principles to create narrative. | All- perform narrative. Most- create narrative and perform expressively. | Some- perform with expression and precision consistently. |
| | Refining | 4 | Perform dance that communicates narrative. | All- can work as group. Most- suggest ideas in a group situation. | Some- evaluate a performance and refine accordingly. |
| | Performance | 5 | Perform dance that communicates narrative. To adapt to different stimuli. | All- can work as part of a group. Most- can adapt own performance to different stimuli. | Some- can direct and suggest improvements in themselves and others. |
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| Athletics | Jumping | 1 | To improve quality of standing jumps. | All- know jumping technique. Most-can perform jumping technique with precision. | Some-comment on improvement of self and others. |
| | Jumping | 2 | To refine technique. To set an achievable target. | All - set a personal best. Most - can show improvement | Some - perform to a consistently high standard. |
| | Endurance Running | 3 | To run for an extended period of time. | All- can select an appropriate speed for a race. Most- maintain a constant pace. | Some- adapt pace to race conditions |

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| | Running | 4 | Consolidate sprinting technique | All- demonstrate quick reactions. Most- demonstrate rapid acceleration. | Some- sustain acceleration and speed over a distance |
| | Throwing | 5 | 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. |
| | Throwing | 6 | To refine techniques of different throws. | All- can improve on performance. Most- know and adapt effective technique. | Some- can give effective feedback to others. |
| Gym- Floor Exercises | Rolling Recap | 1 | To roll in a variety of ways. | All- can perform all rolls with control. Most- can roll from different starting points. | Some- can support and evaluate others. |
| | New Roll | 2 | To perform a backward roll. | All- can attempt backwards roll (with support) Most- can attempt backwards roll independently. | Some- perform roll to squatting position. |
| | Sequence (changing direction) | 3 | To create a sequence including a change of direction. | All- can change direction in a sequence. Most- can use limited variety in sequence. | Some- can perform with poise and control. |
| | Sequence (paired) | 4 | To adapt a sequence. | All- can adapt a sequence. Most- can evaluate and describe changes. | Some- can perform with creativity. |
| | Sequence | 5 | To adapt a sequence. | All- can adapt a sequence. Most- can evaluate and describe changes. | Some- can perform with creativity. |
| | Paired Sequence | 6 | To create and perform a paired sequence. | All- perform complex sequence with partner. Most- perform in different ways. | Some- perform in pairs in different ways showing creativity. |
| | Learn Routine | 1 | To learn/ copy a dance routine. | All- can copy dance moves. Most- can copy a sequence. | Some- can perform routine with control and flair. |
| | Alter Routine | 2 | To learn/copy a dance routine. | All- can copy sequence. Most- can adapt to changes. | Some- can lead and direct a group. |

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| Dance- Performance Dance | Alter Routine | 3 | To modify a dance routine | All- can copy a sequence. Most- can apply changes to sequences. | Some- can suggest appropriate changes to a group's formation. |
| | Create Routine | 4 | To create a dance sequence. | All- can perform a sequence. Most- suggest ideas and improvements in a group situation. | Some- evaluate a performance and refine accordingly. Some- can lead group. |
| | Change Formation | 5 | To refine a dance sequence. | All- can give basic feedback. Most- can adapt performance, can apply feedback to sequence. | Some- can direct and suggest improvements in themselves and others. |
| | Performance | 6 | To perform an original sequence. | All- perform a sequence Most- perform a sequence with energy. | Some- perform sequence with energy and flair. |
| Gym- Flight | Turns and Jumps | 1 | To perform jumps and landing safely. | All- can demonstrate a safe landing and effective turn. Most- can show control when jumping and turning. | Some- can connected complex jumps and turns |
| | Leaps | 2 | To perform Sissone Furma and Cat Leap | All- can perform leaps. Most- can perform leaps with control. | Some- can perform leaps as part of a sequence. |
| | Leaps | 3 | To perform Change Leg and Stag Leaps | All- can perform leaps. Most- can perform leaps with control. | Some- can perform leaps as part of a sequence. |
| | Sequence | 4 | To copy a sequence | All chn can copy a sequence. Most- can copy a sequence accurately. | Some- can adapt a sequence |
| | Sequence | 5 | To create an original sequence. | All- can use leaps in a sequence. Most- can create own sequence. | Some- can perform sequence with control and precision. |
| | Sequence | 6 | To refine and adapt a sequence | All- can create a simple sequence. Most- adapt a sequence. | Some- can adapt and perform a sequence with control. |
| | Passing and Control | 1 | To send and control a ball. | All- move to control and pass a ball Most- pass accurately | Some-consistently select appropriate skill for situation. |
| | Shooting | 2 | To shoot effectively | All know the difference between shot and pass. Most- know and use correct technique. | Some- show consistent accuracy. |

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| Games - Invasion | Evasion | 3 | To use evasion | All- can move into space. Most- use evasion strategies. | Some- can quickly identify space and react accordingly. |
| | Defence | 4 | To know and apply principles of defence. | All- understand marking Most- can react to an attack. | Some- can influence attackers. |
| | Attack VS defence | 5 | To apply principles of attack and defence to a game situation | All- can apply basic principles of attack and defence. Most- can give and receive feedback and work cooperatively. | Some- evaluate own performance and consistently show awareness of game principles. |
| | Attack VS defence | 6 | To apply principles of attack and defence to a game situation | All- can apply basic principles of attack and defence. Most- can give and receive feedback and work cooperatively. | Some- evaluate own performance and consistently show awareness of game principles. |
| Games - Net/Wall | Forehand | 1 | To consolidate forehand | All- hit a forehand using correct technique. Most- hit a forehand accuracy. | Some- consistently show control in the forehand. |
| | Backhand | 2 | To introduce backhand | All- know difference between forehand and backhand. Most- use backhand to hit stationary ball. | Some- use backhand to hit a moving ball. |
| | Backhand | 3 | To develop the backhand | All- can hit a moving ball. Most- can hit a moving ball with control. | Some- can consistently hit with control. |
| | Volley | 4 | To develop volley technique | All- can hit a volley with control Most- can hit a volley with precision. | Some- can hit a volley consistently with precision and control. |
| | Reactions | 5 | To perform a variety of shots. | All- can perform forehand, backhand and volley. Most- can select appropriate shot to play. | Some- can react quickly to play the best shot possible. |
| | Match Play | 6 | To perform a variety of shots. | All- can participate in a rally. Most- can execute a variety of shots with control. | Some- can consistently perform shots and show competitive edge. |
| | Jumping | 1 | To explore running and jumping. | All- can attempt a running jump. Most- can show control in running jump. | Some- can show fluency in running jump. |
| | Jumping | 2 | To run and jump effectively | All- can effectively run and jump. Most- can evaluate partner's performance. | Some- can run and jump consistently with power and control. |

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| Athletics | Endurance Running | 3 | To run for an extended period of time. To know how running affects the body. | All- can select an appropriate speed for a race. All- can describe effects of exercise. Most- maintain a constant pace. Most- record accurately how body reacts to exercise. | Some- adapt pace to race conditions. Some- can explain rates of recovery |
| | Running | 4 | To explore starting positions | All- demonstrate quick reactions. Most- can evaluate different starting positions. | Some- sustain acceleration and speed over a distance, can develop preferred starting position. |
| | 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. |
| Games - Striking and fielding | Throwing | 1 | To throw accurately using different techniques. | All- can throw accurately using 1 technique. Most- can throw accurately using 2 techniques. | Some- can throw accurately all of the time. |
| | Fielding | 2 | To stop a moving ball consistently. | All- can stop a moving ball. Most- can react appropriately to a moving ball. | Some- react quickly to a moving ball. |
| | Striking | 3 | To use fielding techniques and catch consistently. | All- can stop a ball consistently. Most- can catch a small ball. | Some- can catch using correct technique. |
| | Striking | 4 | To hit a moving ball. | All- can strike a moving ball. Most- can hit ball in an intended direction. | Some- can hit ball in an intended direction with power. |

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| | Applying Skills | 5 | To understand the principles of a game. | All- can explain the rules of a game. Most- know how to win a game. | Some- can suggest areas to develop in team performance |
| | Applying Skills | 6 | To apply skills to a game situation. | All- can demonstrate striking and fielding skills. Most- can demonstrate striking and fielding skills consistently. | Some- can use skills to take advantage of game situations. |
| Athletics | Jumping | 1 | To link forward movements together. | All- can link 3 different movements. Most- can link 3 different movements with control. | Some- can link 3 different movements together to maximise distance. |
| | Jumping | 2 | To link forward movements together. | All- can develop a 5part jumping sequence. Most- can incorporate good jumping technique into 5 part sequence. | Some- can perform 5 part sequence with control and increasing amounts of power. |
| | Endurance Running | 3 | To run rapidly as part of a team | All- know how to pass a baton. Most- can accelerate and decelerate appropriately. | Some- can pass baton and change of without changing pace. |
| | Running | 4 | To run a curve with control | All- can run round a curve. Most- can run round a curve maintaining technique. | Some- can accelerate and maintain speed through a curve. |
| | Throwing | 5 | To throw for distance using different techniques. | All- can use different throwing techniques correctly. Most-perform using correct technique consistently. | Some- use correct technique consistently and give accurate feedback. |
| | Throwing | 6 | To apply techniques to competitions | All- can participate Most- can identify areas of strength. | Some- can identify areas of improvement and can suggest ways to improve. |
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