

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Gym - Body Management	Balance and Tension in small body parts	1	To perform a variety of balances with a partner (mirror and contrast)	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 supporting and taking weight of partner.	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 perform balances with partner on apparatus.	All- can use apparatus and partner to balance. Most- can show tension and control in balances. Work with partner effectively.	Some- can show variety and creativity in paired work. Can communicate effectively with partner.
	Introduction to sequences	4	To perform balances with partner using apparatus.	All- can use apparatus and partner to balance. Most- can show tension and control in balances. Work with partner effectively.	Some- can show variety and creativity in paired work. Can communicate effectively with partner.
	Creating a sequence	5	To create a 3 part sequence with partner on apparatus.	All- create basic sequence Most- can show some level of control and fluidity in sequence.	Some- can demonstrate creativity and accuracy in all aspects of sequence.
	Review and refine work	6	To perform and evaluate an original sequence.	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- can send and control a ball. Most- Send and control on the move.	Some- execute a variety of passes consistently.
	Shooting	2	To shoot with accuracy	All- know and use correct technique. Most- show accuracy	Some- consistently show accuracy.
	Evasion	3	To apply evasive skills to game situations.	All- can move into space. Most- use evasive strategies.	Some- know when evasion is necessary.
	Attacking	4	To develop an awareness of tactics.	All- follow attacking/defensive instructions. Most- apply attacking/ defensive strategies.	Some- develop own attacking/defensive strategies.
	Attack and Defence	5	To apply tactics and principles to game situations	All- can react to an attack. Most- can use basic principles in attack in defence.	Some- can use tactics in a game situation.

	Attack and Defence	6	To use and apply tactics in a game situation.	All- can participate in game Most- can evaluate own performance. Demonstrate teamwork.	Some- show leadership qualities and flair in game situations.
Dance- Interpretive dance	Exploring Music	1	To respond to music.	All- can move appropriately to the music. Most- can show elements of originality.	Some- can perform with elements of originality and expression.
	Exploring Music and Characters	2	To create a narrative based on music.	All- can work cooperatively with a partner. Most- can link movements to a story.	Some- can perform with expression and fluidity.
	Creating Narrative	3	To create a narrative based on music.	All- can perform and link dance phrases. Most- can perform narrative with expression.	Some- can perform consistently with expression and precision.
	Evaluate and Refine	4	To create/ refine narrative.	All- can evaluate performance. Most- can evaluate performance and suggest improvements.	Some- can adapt and change performance based on self evaluation.
	Performance	5	To perform narrative	All- can perform dance sequence. Most- can show elements of performance in dance.	Some- can convey expression through dance.
Athletics	Jumping	1	To improve quality of technique	All- know good technique and preferred take off foot. Most- can execute good technique.	Some- can use good technique effectively.
	Jumping	2	To increase power and control	All- show elements of explosion Most- combine explosion with control.	Some- show outstanding levels of performance.
	Sprinting	3	To know principles of sprinting.	All- can use correct running technique. Most- can demonstrate ability to change speed.	Some- can run with high levels of speed, agility and competitiveness.
	Running	4	To run an endurance race effectively	All- can sustain a run at an appropriate pace. Most- adapt pace to race situation.	Some- use knowledge of tactics in a race situation.

	Endurance Running	5	To run an endurance race effectively	All- can sustain a run at an appropriate pace. Most- adapt pace to race situation.	Some- use knowledge of tactics in a race situation.
	Throwing	6	To refine throwing techniques.	All- can use good technique when throwing. Most- can consistently use good technique	Some- comment on improvement in themselves and others.
Gym- Floor Exercises	Recap Rolls	1	To use a variety of rolls.	All- can perform up to 4 rolls with control. Most- can roll from different starting positions.	Some- evaluate and feedback on performance.
	Recap Rolls	2	To perform all rolls with control.	All- can roll from different starting points. Most- can start and exit a roll with control.	Some- perform with poise and control
	Cartwheel	3	To perform a cartwheel	All- can attempt a cartwheel. Most- can perform elements of a cartwheel.	Some- can perform cartwheel in a straight line.
	Sequence	4	To perform and evaluate a sequence.	All- can evaluate a performance. Most- can perform with creativity.	Some- can perform consistently and fluently using complex skills.
	Sequence (groups)	5	To combine and adapt a sequence.	All- can work collaboratively. Most- can communicate ideas.	Some- can direct and lead effectively.
	Performance	6	To refine and perform a sequence.	All- can evaluate others. Most- can evaluate themselves.	Some- can suggest improvements or next steps.
Dance- Performance Dance	Create 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	Leaps	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
	Apparatus	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.
	Sequencing	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.
	Sequencing	4	To copy a sequence	All chn can copy a sequence. Most- can copy a sequence accurately.	Some- can adapt a sequence
	Sequencing	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.
	Sequencing	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.
	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.
Shooting		2	To shoot with accuracy	All- know and use correct technique. Most- show accuracy	Some- consistently show accuracy.
Evasion/Teamwork		3	To apply evasive skills to game situations.	All- can move into space. Most- use evasive strategies.	Some- know when evasion is necessary.
Attacking		4	To develop an awareness of tactics.	All- follow attacking/defensive instructions. Most- apply attacking/ defensive strategies.	Some- develop own attacking/defensive strategies.
Attack and Defence		5	To apply tactics and principles to game situations	All- can react to an attack. Most- can use basic principles in attack in defence.	Some- can use tactics in a game situation.

	Attack and Defence	6	To use and apply tactics in a game situation.	All- can participate in game Most- can evaluate own performance. Demonstrate teamwork.	Some- show leadership qualities and flair in game situations.
Games - Net/Wall	Forehand	1	To consolidate the forehand shot	All- can hit a moving ball. Most- can keep a rally going.	Some- can consistently show accuracy.
	Backhand	2	To consolidate backhand shot.	All- hit a moving ball. Most- can continue a rally.	Some- consistently show accuracy using backhand.
	Volley	3	To consolidate volley.	All- can hit a ball on the volley. Most- can volley with control.	Some- can hit a volley consistently with precision.
	Serve	4	To introduce serve.	All- can complete movement slowly in a coordinated way. Most- can coordinate throwing and hitting.	Some- use correct technique.
	Match Play	5	To develop shot selection.	All- to participate in a rally. Most- can use a variety of shots.	Some- can react well in any situations.
	Match Play	6	To play and officiate a tennis game.	All- know the rules of tennis. Most- know how to win.	Some- can use skills and knowledge effectively to win.
Athletics	Jumping	1	To explore running and jumping	All- can run and take-off using their preferred take off leg. Most- can run and jump with height.	Some- can combine elements of jump to maximise distance.
	Jumping	2	To develop 3 part sequence jump.	All- can perform a set 3 part sequence. Most- can perform 3 part sequence with control.	Some- can perform sequence consistently with control.
	Endurance Running	3	Some- can perform sequence consistently with control.	All- know exercise affects fitness. Most- can record results of an investigation.	Some- can explain results of an investigation and can evaluate experiment.
	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 using a short run up.	All- can throw from a rocking position. Most- can throw from a short run up.	Some- can explain the benefit of a run up.

				All - can throw accurately. Most - can create an event to improve accuracy.	Some - can give constructive feedback.
	Throwing	6	To throw with accuracy.		
Games - Striking and fielding	Throwing	1	To throw accurately in different ways	All- can throw over/ underarm effectively. Most- can throw over/underarm accurately.	Some- consistently select and apply correct throw.
	Fielding	2	To catch consistently	All- can catch. Most- can use correct catching technique.	Some- can quickly transfer from catch to throw.
	Bowling	3	To use fielding skills consistently. To know basics of a cricket bowl.	All- can attempt a cricket bowl. Most- demonstrate correct technique of a cricket bowl.	Some- can bowl accurately.
	Striking	4	To hit a bouncing ball.	All- can hit a ball consistently Most- can select direction of strike.	Some- begin to strike with power.
	Applying Skills	5	To understand principles of a game.	All- can explain rules of a game. Most- know how to win.	Some- can consistently show teamwork and fair play.
	Applying Skills	6	To apply skills to a game situation	All- can strike, field and bowl. Most- can strike, field and bowl consistently.	Some- show high levels of skill in all aspects of the game.
	Athletics	Jumping	1	To consolidate jumping technique	All- can demonstrate standing long jump and running long jump. Most- can demonstrate standing long jump and running long jump with control.
Jumping		2	To develop 3 part sequence jump.	All- can jump using correct technique. Most- can evaluate their own performance.	Some- can give appropriate and constructive feedback.
Endurance Running		3	To pass a relay baton at speed. To run a curve maintaining technique.	All- can pass a baton consistently. Most- can pass a baton whilst maintaining speed.	Some- can develop and apply baton passing technique.

	Running	4	To apply sprinting to a track relay.	All- can pass and receive a baton. Most- can pass and receive a baton on the move.	Some- can pass and receive a baton at speed.
	Throwing	5	To throw using a short run up.	All- can throw from a short run up. Most- can maintain good technique.	Some- can throw consistently with a run up.
	Throwing	6	To apply techniques to competitions	All- can identify strengths. Most- can identify areas to improve.	Some- can act on the feedback of others and can alter and improve their own technique.