

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 key gymnastic positions	All- can perform all positions with support Most- most can perform positions with adequate tension.	Some- can perform all positions accurately and can give effective feedback.
	Balance and tension in large body parts	2	Demonstrate tension and control.	All- demonstrate limited tension and control. Most- show tension in control with more consistency.	Some- confidently show tension and control.
	Linking	3	To link gymnastic positions.	All- perform positions in isolation. Most- create simple sequence	Some- create sequence with an element of performance.
	Introduction to sequences	4	To perform a headstand	All- can perform with support. Most- can perform with limited support.	Some- can perform independently.
	Creating a sequence	5	To perform a handstand.	All- can perform with support. Most- can perform with limited support.	Some- can perform independently.
	Review and Refine	6	To create a sequence and perform it with quality.	All- can produce a sequence. Most- can perform a sequence with control.	Some- can perform a quality sequence with precision and fluidity.
Games - invasion	Skills	1	To refine basic skills.	All- can participate in a game. Most- can execute basic skills consistently.	Some- can apply basic skills to game situations
	Skills	2	To refine basic skills.	All- can participate in a game. Most- can execute basic skills consistently.	Some- can apply basic skills to game situations.
	Original Game	3	To develop a new invasion game.	All- can work as part of a team. Most- have some creative input into creation of game.	Some- can demonstrate leadership and evaluation skills.
	Developing Rules	4	To develop a new invasion game.	All- can perform skills in a game situation. Most- can evaluate own performance in a game.	Some- can evaluate game and make appropriate changes.
	Developing Tactics	5	To develop a new invasion game.	All- can adapt skills to new game situations. Most- can participate effectively in any game situation.	Some- can implement defensive and offensive tactics in games.

	Attack and Defence	6	To perform skills in a game situation.	All- can show awareness of principles of attack and defence Most- can demonstrate skills to participate effectively in games.	Some-show a high level of awareness of game principles and can show high levels of control and skill.
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.
	Jumping	1	To select appropriate skill for events	All- can complete challenges. Most- select appropriate technique independently.	Some- develop an idea to improve performance.
	Jumping	2	To develop jumping technique	All- show some improvement in jumping. Most- evaluate own performance.	Some- evaluate performance of others and suggest improvements.

Athletics	Penthalon	3	To select and apply appropriate technique.	All- use good technique in all events. Most- show high levels of performance in some events.	Some- show high levels of performance in all events.
	Penthalon Challenge	4	To improve on a performance. To show determination.	All- show improvement Most- can explain how they have improved.	Some- can explain how to improve performance further and how to maintain high levels of performance.
	Endurance Running	5	To run for an extended period of time.	All- can sustain a run at an appropriate pace. Most- adapt pace to race situation.	Some- use knowledge of tactics in a race situation.
Gym- Floor Exercises	Basics in isolation	1	To perform gymnastic movements	All- can perform and name a variety of gymnastic movements. Most- can perform a variety of movements with control.	Some- can perform movements with control consistently.
	Basics in isolation	2	To perform gymnastic movements.	All - can perform and name a variety of gymnastic movements. Most - can perform a variety of movements with control.	Some - can perform movements with control consistently.
	Sequence Making	3	To create an extended sequence.	All- can create extended sequence with support. Most- can create original sequence independently.	Some- consistently perform original sequence with control and balance.
	Sequence Evaluation	4	To refine a sequence	All- can give feedback. Most- can suggest improvements.	Some- can reflect on and act on feedback.
	Performance	5	To perform a sequence using gymnastic principles.	All- can perform with creativity, control and enthusiasm. Most- can perform sequence showing high levels of performance and enthusiasm.	Some- can perform consistently and fluently using complex skills.

	Fun Gymnastics	6	To apply gymnastic principles to apparatus	All- can use apparatus sensibly and appropriately. Most- can apply gymnastic skills to apparatus.	Some- can create an original sequence using apparatus.
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 adapt performances to incorporate equipment.
	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.
Sym - Flight	Recap	1	To know a variety of leaps, turns and spins.	All- perform movements with control. Most- can show extension into next movement.	Some- can join 3 movements together.
	Sequence	2	To create and perform a complex sequence.	All- can create a complex sequence. Most- can perform a sequence with precision.	Some- know how to improve own performance.
	Sequence (pair)	3	To work with a partner to adapt a sequence.	All- can work effectively as a pair. Most- evaluate others performance.	Some- evaluate and improve performance of the pair.
	Sequence (groups of 4)	4	To work in a group to adapt a sequence.	All - can work effectively within a group Most - evaluate others performance.	Some - can show elements of leadership.

	Adapt and Refine	5	To work in a group to adapt a sequence.	All- can work effectively in a group. Most- can perform sequence with control as part of a group.	Some- can adapt ideas showing good gymnastic awareness. Some- can make everyone in the group feel valued.
	Performance	6	To perform a complex sequence as part of a group.	All- can evaluate performance. Most- can show objectivity in decision making.	Some- demonstrate a sound understanding of gymnastic performance.
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.
	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.
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 develop the 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 improve jumping technique	All- know and use parts of the jump in isolation. Most- can perform a variety of jumps fluently.	Some- can use technique fluently and consistently.
	Jumping	2	To improve triple jumping technique.	All- can jump using correct technique. Most- can perform triple jump fluently.	Some- can give constructive feedback and demonstrate good technique consistently.
	Endurance Running	3	To pass a relay baton at speed. To run a curve maintaining technique.	All- can apply sprinting technique to races. Most- most can show quick reactions from a start and transition into sprint.	Some- can accelerate quickly and maintain good technique and speed,
	Running	4	To run using appropriate pace and tactics.	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	5	To throw for distance using different techniques	All- can throw using correct technique. Most- can throw using correct technique and power,	Some- can consistently model good power and technique and can give effective feedback.
	Throwing	6	To throw using different techniques with power.	All- can throw using correct technique. Most- can throw using correct technique and power,	Some- can consistently model good power and technique and can give effective feedback.
Games - Striking	Fielding	1	To consolidate fielding skills	All- can use correct technique when throwing and stopping a ball. Most- can transfer from stop to throw quickly.	Some- can react quickly to events.
	Striking	2	To consolidate striking skills	All- can use correct technique when striking a ball. Most- can select direction of strike.	Some- can strike with good timing.
	Applying Skills	3	To apply skills to a game	All- can strike, field and bowl consistently well. Most- Show teamwork and fairplay.	Some- Show high levels of skill

and fielding	Applying Skills	4	To apply skills to a game	All- can strike, field and bowl consistently well. Most- Show teamwork and fairplay.	Some- Show high levels of skill
	Innovation and Leadership	5	To develop a striking and fielding game	All- can work as a team to develop a game. Most- make contributions to group discussions.	Some- can lead a group and help resolve any conflicts.
	Innovation and Leadership	6	To apply skills to games	All- can work as a team to develop a game. Most- make contributions to group discussions.	Some- can lead a group and help resolve any conflicts.
Athletics	Jumping	1	To improve jumping technique	All- can run and jump without breaking stride. Most- can use technique fluently and consistently.	Some- can evaluate a jump and suggest ways to improve various aspects of it.
	Jumping	2	To improve triple jumping technique.	All- can perform triple jump with balance and control. Most- can use technique fluently and consistently.	Some- can evaluate a jump and suggest ways to improve various aspects of it.
	Endurance Running	3	To know how exercise affects fitness and wellbeing.	All- can comment on how exercise affects our bodies. Most- can work cooperatively in a team and contribute ideas.	Some- show good leadership and decision making skills.
	Running	4	To throw for distance using different techniques. To communicate knowledge.	All- can throw using correct technique. Most- can throw using correct technique and power,	Some- can consistently model good power and technique and can give effective feedback.
	Throwing	5	To throw for distance using different techniques. To communicate knowledge.	All- can throw using correct technique. Most- can throw using correct technique and power,	Some- can consistently model good power and technique and can give effective feedback.
	Throwing	6	To know how exercise affects fitness and wellbeing.	All- can reflect on their own performance and know that exercise makes us healthier and fitter, Most- can evaluate their own performance and suggest ways to improve in the future.	Some- can evaluate own performance and have a strong desire to improve.