

KS1/KS2- Scheme of Learning Session Plans will be followed at home, add into weekly work packs.				Early Years/ 1-2	Years 3-4	Years 5-6
Lesson	Lesson Topic	Lesson Objectives	National Curriculum Reference	Adaptations for age/stage	Adaptations for age/stage	Adaptations for age/stage
1 & 2 Agility  *Repeat session 1 following progressions or re-visit- spiral curriculum	Fitness	I can follow instructions from the work-sheet and/ Or I can follow instructions from a parent/ guardian.	Use running, jumping and movement in isolation and in combination.	Increase the space used for each activity if possible.  Introduce the idea of their bubble popping if they bump into anything.	Reduce the size of the space used.  Encourage the children to work on changing: movement, direction and speed. Progress dependant on ability.	Reduce the size of the space used again, encourage quick movements.  Encourage quicker movements.
3 & 4 Agility  *Repeat session 3 following progressions or re-visit- spiral curriculum	Reaction Time	I can react quickly to instructions given whilst carrying out physical activity.	Use running, jumping and movement in isolation and in combination.	Increase the space used for each activity if possible.  Introduce the idea of their bubble popping if they bump into anything.	Reduce the size of the space used.  Encourage the children to work on changing: movement, direction and speed. Progress dependant on ability.	Reduce the size of the space used again, encourage quick movements.  Encourage quicker movements.
5 & 6 Agility  *Repeat session 5 following progressions or re-visit- spiral curriculum	Exploring Different Movements	I can find the space in the area safely and effectively. I am creative with different ways I can travel from A to B.	Use running, jumping and movement in isolation and in combination.	Increase the space used for each activity if possible.  Introduce the idea of their bubble popping if they bump into anything.	Reduce the size of the space used.  Encourage the children to work on changing: movement, direction and speed. Progress dependant on ability.	Reduce the size of the space used again, encourage quick movements.  Encourage quicker movements.
1 & 2 Balance  *Repeat session 1 following progressions or re-visit- spiral curriculum	Spatial Awareness	I can follow instructions from the work-sheet and/ Or I can follow instructions from a parent/ guardian.	Develop flexibility, strength, technique, control and balance.  Perform balances using simple to complex movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed. Progress dependant on ability.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Use smaller body parts as balancing points, can we combine movements.
3 & 4 Balance  *Repeat session 3 following progressions or re-visit- spiral curriculum	Controlled Movements	I can remain calm and controlled whilst carrying out different balances and movements.	Develop flexibility, strength, technique, control and balance.  Perform balances using simple to complex movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed. Progress dependant on ability.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Use smaller body parts as balancing points, can we combine movements.
5 & 6 Balance  *Repeat session 5 following progressions or re-visit- spiral curriculum	Basic to advanced balances using patches and points	I can carry out a balance using both patches and points. I can create a sequence of movements.	Develop flexibility, strength, technique, control and balance.  Perform balances using simple to complex movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Use bigger body parts as balancing points, also use support if needed. Progress dependant on ability.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Use smaller body parts as balancing points, can we combine movements.
1 & 2 Co-ordination  *Repeat session 1 following progressions or re-visit- spiral curriculum	Combining Skills	I can combine techniques previously learnt and use them with new skills.	Play competitive games, modified where appropriate. Using throwing and catching in isolation and in combination.  Participate in team games, developing simple to complex tactics for attacking and defending.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use simple elements of attacking and defending. Use basic object control techniques.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use more complex elements of attacking and defending. Use basic object control techniques. Progress dependant on ability.	They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Use more complex elements of attacking and defending. Use complex object control techniques.
3 & 4 Co-ordination  *Repeat session 3 following progressions or re-visit- spiral curriculum	Control	I can throw and catch using controlled co-ordination.	Play competitive games, modified where appropriate. Using throwing and catching in isolation and in combination.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use simple elements of attacking and defending. Use basic object control techniques.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use more complex elements of attacking and defending. Use basic object control techniques. Progress dependant on ability.	They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Use more complex elements of attacking and defending. Use complex object control techniques.
5 & 6 Co-ordination  *Repeat session 5 following progressions or re-visit- spiral curriculum	Co-ordination	I can direct a ball towards a target. I can use the correct amount of weight between each throw dependant on distance.	Play competitive games, modified where appropriate. Using throwing and catching in isolation and in combination.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use simple elements of attacking and defending. Use basic object control techniques.	They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Use more complex elements of attacking and defending. Use basic object control techniques. Progress dependant on ability.	They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Use more complex elements of attacking and defending. Use complex object control techniques.