

Landgate School Long Term Planning 2019-2021

Key Stage 1		Key stage 1 Intent: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities) To participate in team games, developing simple tactics for attacking and defending To perform dances using simple movement patterns.	
		Key Stage Opportunities: Gymnastics, Volleyball, Fundamental Movement, Handball, Switcheroo Games, New age Curling, Basketball, Canoeing, Orienteering, Trampolining, Country and Western Dances, Pop Music Dances	
		Year A 2019-20	Year B 2020-2021
Focus 1	Key Focus:	Fundamental Movement Theme- Me Myself and I	Fundamental Movement Theme- You, Me and Effects of The Body
	Vocabulary	Crawl Jump Dodge Run Move	Hop Skip Leap Twist Run Move Skill
	Key Skills and knowledge:	Key Skills- <ul style="list-style-type: none"> Crawling/ Jumping/ Dodging/ Running/ Walking Knowledge- Using our body and identifying body parts within teaching Changes during exercise; Feeling Hotter? Am I Sweating? Can I feel my Heart? Can I begin to cool down?	Key Skills- <ul style="list-style-type: none"> Hopping/ Skipping/ Leaping/ Twisting Knowledge- Using our body and identifying body parts within teaching Self-recognition of our own bodies Changes during exercise; Feeling Hotter? Am I Sweating? Can I feel my Heart? Can I take deeper breaths? Can I begin to cool down?
	Key Opportunities:	Climbing wall inside/out Internal apparatus Local environment - Using our fundamental skills to build our sporting athleticism across all sports.	Climbing wall inside/out Internal apparatus Local environment - Using our fundamental skills to build our sporting athleticism across all sports.
Key Focus:	Gymnastics Theme- Steady As A Rock Acquiring & Developing: basic balances using patches and points	Gymnastics Theme- Jump, Jump, Jump Around Acquiring & Developing: basic jumping and landing techniques	

	Vocabulary	Stretch Balance Land Body Still	Space, Roll, Turn, Posture, Swing, Jump, Bend
	Key Skills and knowledge:	<p>Key Skills-</p> <ul style="list-style-type: none"> Stopping and starting/ Using space/ Holding/ Stretching/ Using whole body / part of the body to hold a pose/ Kneeling with both or one leg <p>Knowledge- Identifying and making a sequence that is fit for purpose. Sitting as still as a rock with my hands off the floor/on the floor do I know what is the best body part to sit on? Identifying which body parts to use to set a still routine.</p> <p>Changes during exercise; Can I change my stride? Can I pump up my arms? Can I keep my head up and scan the room for the next routine/equipment?</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> Stopping and starting/ Using space/ Turning/ Rolling/ Twisting/ Swinging/ Jumping with both feet <p>Knowledge- Identifying and making a sequence that is fit for purpose. Do I know what body part I am using?</p> <p>Changes during exercise; Can I bend the knees? Can I take smaller steps to increase my balance? Can I keep my head up and scan the room for the next routine/equipment?</p>
	Key Opportunities:	Gymnastics is exercises developing or displaying physical agility and coordination. The teacher can vary the number of body parts used to make the routines easier or harder or to fit with the theme of Steady as A Rock.	Gymnastics is exercises developing or displaying physical agility and coordination. The teacher can vary the jumps taught to fit the level .Pupils to jump between stepping stones (spots) to cross the river. Pupils to try jumping using both or one leg. Can pupils use a different jump each lesson? Can pupils land on different body part?
Focus 3	Key Focus:	<p style="text-align: center;">Games (Net and Wall)</p> <p style="text-align: center;">Theme- To The Net To The Wall, Learning New Skills With My Ball</p> <p>Examples: Volleyball, Handball, Switcheroo</p>	<p style="text-align: center;">Games (Team)</p> <p style="text-align: center;">Theme- One Team One Dream</p> <p>Examples: New Age Curling, Basketball, Team Building Activities</p>
	Vocabulary	<ul style="list-style-type: none"> Throw/ Catch/ Bounce/ Games 	<ul style="list-style-type: none"> Throw/ Catch/ Bounce/ Games/ Curl/ Equipment
	Key Skills and knowledge:	<p>Key Skills-</p> <ul style="list-style-type: none"> Posture/ Striking Balls/ Handling Rackets/ Basic catching skills using a variety of resources <p>Knowledge- Identifying the way in which how we participate with others. Identifying what body part we use to hit and throw. Do I know which ball is a volleyball?</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> Striking/ Reactions/ Body Adjustment/ Using equipment I am new too <p>Knowledge- Identifying the way in which how we participate with others. Identifying what body parts we use to throw a ball. Do I know which ball is a basketball?</p> <p>Changes I Can Make During The Game; Can I begin to communicate? Can I point at a target?</p>

		<p>Changes I Can Make During The Game; Can I watch the ball? Can I change the way I hit the ball? Can I attempt to catch the ball?</p>	
	<p>Key Opportunities:</p>	<p>Net/Wall Games The teacher can vary the number Net and Wall games used, ideas such as Meteor Ball using the large Exercise ball and linking to Dodgeball. (Basic Skills) Dodgeball using the defensive techniques and identifying space. (Developing Skills) Switcheroo the basic skills of volleyball where each team member swaps sending the ball across. (Advanced Skills)</p>	<p>Team Games The teacher can vary the levels of Team Games offered by linking to Team Building support games to build on Confidence, Communication, and partnership work. (Basic Skills) Other opportunities such as traditional team games in which our pupils will have heard of such as Football and Dodgeball will build on skills of the sessions for each sport and the key skills across all sports. (Developing Skills) Basketball or Netball style games in which the pupils will develop a wider skillset linked to Teamwork. (Advanced Skills)</p>
	<p>Key Focus:</p>	<p style="text-align: center;">Dance (Hip Hop, Modern) Theme- Dance Like Nobodies Watching</p>	<p style="text-align: center;">Dance (Country and Western) Theme- Showdown Slowdown</p>
	<p>Vocabulary</p>	Rhythm Dance Hip-Hop Modern, Footwork, Music	Country and Western, Feet, Tapping, Kick, Music
Focus 4	<p>Key Skills and Knowledge:</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> Using our hands and feet/ Following an instruction/ Copying a simple routine/ Use my footwork <p>Knowledge- To identify the rhythm / sounds in the music. To gain confidence to dance in front of others. To recognise some basic steps in the lessons and use these.</p> <p>Changes I Can Make During The Dance- Can I speed up/slow down my movements? Can I dance in front of others? Can I feel my heart beating at different speeds/</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> Using our hands and feet/ Following an instruction/ Copying a simple routine/ Making a partner routine/ Using props within my dance <p>Knowledge- To identify the rhythm / sounds in the music To be able to understand the dance origins and show / copy these in a session. To recognise some basic steps in the lessons and use these.</p> <p>Changes I Can Make During The Dance; Can I speed up? Can I use my partner? Can I take lead in the dance? Can I throw my cowboy hat?</p>
	<p>Key Opportunities:</p>	<p>Dance Dance should be linked to your key stage theme and should be personalized to your class/ individuals. Links to popular</p>	<p>Dance Dance should be linked to your key stage theme and should be personalized to your class/ individuals. Links to</p>

		<p>dance routines of the 00's, self-expression dance, and any dance crazes within the year that are popular at your key stage.</p> <p>The Conga, The Limbo (Basic Skills) Oops Upside Your Head, (Developing Skills) Cha Cha Slide, Macarena (Advanced Skills)</p>	<p>popular songs such as Leann Rhymes, Shania Twain and different tempo of songs to produce a dance that can be linked to the song.</p> <p>Shania Twain- 2 Step Line Dance (Basic Skills) Leann Rhymes- Line Dance For Kids (Developing Skills) Billy Rae Cyrus- Achey Breaky Heart Line Dance (Advanced Skills)</p>
Focus 5	Key Focus:	Games (Chasing and Fleeing Games) Theme- Catch Me If You can	Games (Striking and Fielding) Theme- Hit And Run To Build My Fun
	Vocabulary	Dodge, Chase, Run, Flee, Side Step	Throw, Catch, Speed, Strike, Field
	Key Skills and Knowledge:	<p>Key Skills-</p> <ul style="list-style-type: none"> Using our hands and feet to not get caught/ Learning how to run and dodge an opponent/ How to trap an opponent within the game/ Can I use my skills to trap a player to get them out of the game? / To be able to negotiate speed/space within a game. <p>Knowledge- To identify the games rules and attempt to use within a session.</p> <p>Changes I Can Make During The Game- Can I speed up/slow down my movements? Can I dodge/duck when I need to? Could I try to trick my opponent by being slower/faster than them</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> Using hand eye coordination when hitting/ Using basic catching techniques to improve my catching/ Learning how field in a game and what to do next/ Can I use my skills to catch/ strike? <p>Knowledge- To identify the games rules and attempt to use within a session. To be able to build on rules of a game and use when appropriate.</p> <p>Changes I Can Make During The Game- Can I speed up/slow down my movements? Can I hit harder/softer after I've noticed a space on the field? Using my eyes I will look around and try and hit the ball where no one is around.</p>
	Key Opportunities:	<p>Traditionally known as Tag Games, chasing and fleeing games involve players moving within a playing area while attempting to reach others and/or avoid being reached themselves. Tactical problems include evading opponents, reaching opponents, trapping and sending/reacting to misleading signals. Teacher to build on different games such as</p> <p>Tig (Basic Skills) Duck Duck Goose (Developing Skills) Scarecrow (Advanced Skills)</p>	<p>Players on the batting team strike an object and attempt to run between two points before the fielding team can recuperate the object. The teams exchange roles after a certain amount of hits or after a certain amount of players have been retired from the game. Tactical problems related to striking and fielding games include striking the object to an open space, reducing space on defence, scoring points and retiring players from the game.</p> <p>Kick Rounders (Basic Skills) Bat/Racket Rounders (Developing Skills)</p>

		and use the basic skills to build more complex games within their key stage.	Cricket (Advanced Skills)
Focus 6	Key Focus:	Athletics (Track and Field Throw) Theme- Throw Ready Set Go	Athletics (Track and Field Race) Theme- Race and Negotiate Space
	Vocabulary and Knowledge:	Javelin, Throw, Athletics, Track, Aim	Track and Field, Athletics, Run, Sprint, Jog, Starting Position
	Key Skills and Knowledge:	<p>Key Skills-</p> <ul style="list-style-type: none"> To take part in athletics events/ To use arms and throwing techniques linked to Shot-put, Javelin, Discus and so forth/ Can I use my skills to throw a personal record? <p>Knowledge- To identify the techniques used in throwing events and attempt to use within a session. To link my learning to outdoor Athletic events.</p> <p>Changes I Can Make During The Session- Can I speed up/slow down my movements? Can I use my arm techniques to throw further than before? Could I try to trick my opponent by being slower/faster than them</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> To take part in athletics events/ To use whole body movements to complete the race in their fastest time, i.e Relay, Sprint, Short Distance/ Can I use my skills to run at a personal record? <p>Knowledge- To identify the techniques used in Race events and attempt to use within a session. To link my learning to outdoor Athletic events. To use my fundamental skills within the race, remembering when to speed / slow down.</p> <p>Changes I Can Make During The Session- Can I speed up/slow down my movements? Can I use my arms and legs to speed up? Could I try to beat my opponent by being faster than them? Could I access a running race?</p>
	Key Opportunities:	The activities should be planned to include a variety of activities, planned appropriately for the key stage, year group and progression. Teachers can vary the skillset of each activity to for the need of their class/ individual Athletics events predominantly around throwing will have the opportunities of foam javelins (Basic Skills), shot-put with foam balls (Developing Skills), shot-puts, bigger balls, smaller balls (Advanced Skills) Varying equipment dependent on level / ability.	The activities should be planned to include a variety of activities, planned appropriately for the key stage, year group and progression. Teachers can vary the skillset of each activity to for the need of their class/ individual Athletics events predominantly around running races will have the opportunities of Short Distance Running (Basic Skills), Long Distance Running (Developing Skills) and Hurdles (Advanced Skills). Varying equipment dependent on level / ability.

A Golden Thread	Key Focus:	Outdoor and Adventurous (including Water sports) Theme- The Great Outdoors	Outdoor and Adventurous (including Water sports) Theme- The Great Outdoors
	Vocabulary and Knowledge:	Maps, Scavenger Hunt, Canoe, Outdoor, Water	Maps, Scavenger Hunt, Canoe, Outdoor, Water
	Key Skills and Knowledge:	<p>Key Skills-</p> <ul style="list-style-type: none"> How to access PE outside, and use basic walking skills/ To begin to learn safety outside / around water / within adventurous sports/ To build up a bank of skills that are used when I am accessing an outdoor curriculum <p>Knowledge- To be able to access the outdoor PE Curriculum. To link my learning to outdoor events.</p> <p>Changes I Can Make During The Session- Can I speed up/slow down my movements? Can I use previously taught techniques to develop my learning outside?</p>	<p>Key Skills-</p> <ul style="list-style-type: none"> How to access PE outside, and use basic walking skills/ To begin to learn safety outside / around water / within adventurous sports/ To build up a bank of skills that are used when I am accessing an outdoor curriculum <p>Knowledge- To be able to access the outdoor PE Curriculum. To link my learning to outdoor events.</p> <p>Changes I Can Make During The Session- Can I speed up/slow down my movements? Can I use previously taught techniques to develop my learning outside?</p>
	Key Opportunities:	<p>All learners will access outdoor and adventurous activities. The activities should be planned to include a variety of activities, planned appropriately for the key stage, year group and progression. Teachers can vary the skillset of each activity to for the need of their class/ individual</p> <p>Travelling to and from objects outside (Basic Skills)</p> <p>Scavenger hunts (Developing Skills)</p> <p>Water based Activities (Developing Skills)</p> <p>Varying equipment dependent on level / ability.</p>	<p>All learners will access outdoor and adventurous activities. The activities should be planned to include a variety of activities, planned appropriately for the key stage, year group and progression. Teachers can vary the skillset of each activity to for the need of their class/ individual</p> <p>Travelling to and from objects outside (Basic Skills)</p> <p>Scavenger hunts (Developing Skills)</p> <p>Water based Activities (Developing Skills)</p> <p>Varying equipment dependent on level / ability.</p>