	Year 1 Autumn 1 PE	
Theme: Introducing- Ball Skills	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Dribble	Reception:	Roll, Kick, track and dribble with feet.
Hit	To aim at something when I throw. Can	Throw, catch and dribble with hands.
Compose	catch a small ball. Can kick a ball at a	
Speeds	target.	
Direction	I can hold a bat to hit a ball.	
Rules		
I		

How can you show you can catch?

Can you show how to dribble a ball with hands and feet?

Can you understand simple tactics?

Can you throw with some accuracy?

Can you show how to track a ball that is coming towards you?

Knowledge to be taught	Useful pictures / diagrams / weblinks
 To use soft touches with your hands to keep control. 	Get Set 4 PE - KS1 Ball Skills
 Use wide fingers to move the ball. 	(getset4education.co.uk)
Definitions (technical combination for technical	
Definitions / technical vocabulary for teachers.	

Medium term plan –	Medium term plan – Year 1 – Autumn 1 – PE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Throw, bounce and catch. Dribble with hands and feet.	Roll a ball, stop a rolling ball	To be able to throw a ball.	Throw, bounce and catch. Dribble with hands and feet.	Throw, bounce and catch. Dribble with hands and feet.	Throw, bounce and catch. Dribble with hands and feet.	
Key learning focus for the lesson (s)	To develop dribbling a ball with your hands.	To explore accuracy when rolling a ball.	To explore throwing with accuracy towards a target.	To explore catching with two hands.	To explore dribbling a ball with your feet.	To explore tracking a ball that is coming towards me.	
Potential amendments for SEND	Partner work 1:1 modelling of the skill.	Partner work 1:1 modelling of the skill.	Partner work 1:1 modelling of the skill.	Partner work 1:1 modelling of the skill.	Partner work 1:1 modelling of the skill.	Partner work 1:1 modelling of the skill.	

	Year 1 Autumn 2 PE	
Theme: Gymnastics (Focus on Balance)	Cross Curricular Links: N/A	
Key vocabulary Action Balance Balance beam	Prior learning Reception (PD) I can confidently and safely move in a variety of different ways with excellent control.	Next steps To develop basic gymnastic actions on the floor and using low apparatus.
Control Direction	I can use new equipment to move in a variety of ways. I can confidently move around an obstacle course.	
Can you use apparatus safely? Can you remember repeat actions and shapes? Can you tense, relax, stretch and curl your body	?	
 Knowledge to be taught Learn a travelling movement. Develop stability and control when balanted to be provided to	Useful pictures / diagrams / weblinks Get Set 4 PE - KS1 Gymnastics (getset4education.co.uk)	
Definitions / technical vocabulary for teachers.		

Medium term plan –	Medium term plan – Year 1 – Autumn 2 – PE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Move with control and some balance on the floor or across an obstacle course.	Move with control and some balance across an obstacle course	Confidently and safely move in a variety of different ways with excellent control.	Confidently and safely move in a variety of different ways with excellent control.	Confidently and safely move in a variety of different ways with excellent control.	Confidently and safely move in a variety of different ways with excellent control.	
Key learning focus for the lesson (s)	(L1 GetSet4PE) To explore travelling movements	(L3) To develop quality when performing and linking shapes.	(L5) To develop stability and control when performing balances	(L7) To develop technique and control when performing shape jumps.	(L9) To develop technique in barrel, straight and forward roll.	(L10) Develop rolls and use them in a sequence.	
Potential amendments for SEND	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	

	Year 2 Autumn 1 PE	
Theme: Striking & Fielding (Throwing & catching)	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Collect	EYFD (PD)	Catch smaller balls
Release	I can aim at something when I throw.	Bowl a ball towards a target and strike a ball.
Receive	I can catch a small ball.	
Prepare		
Touch		
Target		
Overarm/underarm		
Key assessment questions Have you developed overarm and und		
Can you catch a ball? Can you track a ball and collect it?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
To develop agility, balance, co-ordina	tion and speed.	Get Set 4 PE - Scheme of Work - Year 2 Striking
Throwing & catching with control.		and Fielding Games (getset4education.co.uk)
Definitions / technical vocabulary for tea	chers.	

PE Medium term pla	n Year 2 Autumn 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	roll a ball showing some control. Aim at something when I throw.	Catch a small ball.	Show control when throwing a ball.	Show control when striking a ball.	Throw, bounce and catch a ball with good control.	Throw, bounce and catch. Dribble with hands.
Key learning focus for the lesson (s)	To track a rolling ball and collect it.	To develop underarm throwing and catching to field a ball.	To develop overarm throwing to limit a batter's score.	To develop hitting for distance to score more points.	To be able to get a batter out.	To understand the rules of the game and use these to play fairly.
Potential amendments for SEND	Partner work 1:1 modelling of the skill. Size/type of ball/target	Partner work 1:1 modelling of the skill. Size/type of ball	Partner work 1:1 modelling of the skill. Size/type of ball	Partner work 1:1 modelling of the skill. Size/type of ball	Partner work 1:1 modelling of the skill. Size/type of ball	Partner work 1:1 modelling of the skill. Size/type of ball

	Year 2 Autumn 2 PE	
Gymnastics- Gymnastics	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Link	Reception (PD)	To develop gymnastic actions on the floor
Sequence	I can confidently and safely move in a variety of different	and using apparatus.
V position	ways with excellent control.	
Crouch	I can use new equipment to move in a variety of	
Pike	ways.	
Tuck	I can confidently move around an obstacle course.	
Straddle		
Pathway		

Can you use apparatus safely?

Can you tense, relax, stretch and curl your body?

Use directions and levels to make your work look interesting?

Can you show how you have planned and repeated a simple sequence?

Knowledge to be taught	Useful pictures / diagrams / weblinks
Perform shapes with control and link them together.	Get Set 4 PE - KS1 Gymnastics
Link travelling actions and balances together on apparatus.	(getset4education.co.uk)
When performing jumps show different shapes during take-off and landing.	
Develop rolling and sequence building.	
Develop co-ordination and flexibility and build up strength overall.	
Definitions / technical vocabulary for teachers.	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	I can confidently and safely move in a variety of different ways with excellent control.	Create shapes and move across obstacles with balance.	Create shapes and move across obstacles with control and good balance.	Confidently and safely move in a variety of different ways with excellent control. Use new equipment to move in a variety of ways. Move around an obstacle/apparatus displaying good balance.	Confidently and safely move in a variety of different ways with excellent control. Use new equipment to move in a variety of ways. Move around an obstacle/apparatus displaying good balance.	Confidently and safely move in a variety of different ways with excellent control. Use new equipment to move in a variety of ways. Move around an obstacle/apparatus displaying good balance.
Key learning focus for the lesson (s)	(L1) To perform gymnastics shapes with control and link them together	(L3) To use shapes to create balances.	(L5) To link travelling actions and balances using apparatus	(L7) To demonstrate different shapes, take-off and landing when performing jumps.	(L9) To develop rolling and sequence building.	(L11) To create a sequence using apparatus.
Potential amendments for SEND	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.

	Year 3 Autumn 1 PE	
Theme: Attack and defence- Korfball	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Control	Roll a ball, stop a rolling ball	To develop passing and moving to maintain
Cooperation	Throw, bounce and catch with	possession.
React	good control. Throw towards	Develop accuracy in the shooting action under
Opponent	a target.	pressure.
Accurate		
Technique		
Communicate		
Receiver		

Can you apply the rules of the game?

Can you communicate with your team moving into space to support them?

Can you show how to defend an opponent and try to win the ball?

Show how you can pass, receive and shoot the ball with good control

Knowledge to be taught	Useful pictures / diagrams / weblinks
 Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Rules of the game 	Get Set 4 PE - Scheme of Work - Year 3/4 Netball (getset4education.co.uk)
Definitions / technical vocabulary for teachers.	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Throw and catch and move into a space.	Throw and catch and move into a space.	Move into a space by running and dodging.	Move into a space by running and dodging. Understand the rules of the game	Throw with good control. Aim at a target	To work within a team, communicating and applying the rules of the game.
Key learning focus for the lesson (s)	To develop passing and moving and play within the footwork rule.	To use a variety of passes to move towards a goal.	To develop movement skills to lose a defender.	To defend an opponent and try to win the ball.	To develop the shooting action.	To apply skills and knowledge to play games using netball rules.
Potential amendments for SEND	Use wide fingers to move the ball. Size/type of ball/target	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.

Yea	ar 3 Autumn 2 PE	
Theme: Gymnastics – jumps and rolls	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Take off Landing position Contrast Adapt Refine Body tension Extend	Develop skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases	Develop balancing, rolling and jumping. Use skills individually and in combination. Develop sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow
Key assessment questions		
Can you adapt sequences to sit different apparatus? Demonstrate actions that flow well into one another. Can you show how you can complete actions with increasing bal	ance and control?	
Knowledge to be taught		Useful pictures / diagrams / weblinks
To create point and patch balances. With control step into different shapes and jumps. To develop different rolls. Transition in and out of balances. Create a partner sequence.	Get Set 4 PE - KS2 Gymnastics (getset4education.co.uk)	
Definitions / technical vocabulary for teachers.		

Medium term plan –	Medium term plan – Year 3 – Autumn 2 – PE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Understand what and how to balance.	Understanding of a shape jump. Performed a shape jump.	Different rolling techniques	Transitioning	Created sequences	Complete a V shape balance. Identify which type of roll would link smoothly with this balance.	
Key learning focus for the lesson (s)	(L1 GetSet4PE) To create interesting point and patch balances.	(L3) To develop stepping into shape jumps with control.	(L5) To develop the straight, barrel, and forward roll.	(L7) To be able to transition smoothly into and out of balances.	(L9) To create a sequence with matching and contrasting shapes.	(L11) To create a partner sequence using the skills I have learnt.	
Potential amendments for SEND	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	Partner work 1:1 modelling of the skill. Supported by an adult.	

Year 4 Autumn 1 PE					
Theme: Hitting & Fielding - Kwik Cricket	Cross Curricular Links: N/A				
Key vocabulary	Prior learning	Next steps			
Retrieve	Roll a ball, stop a rolling	Use running, jumping, throwing and catching			
Compete	ball	in isolation and in combination. Play			
straight drive	Throw, bounce and catch	competitive games, modified where			
Decision	with good control. Throw	appropriate and apply basic principles			
Limit	towards a target.	suitable for attacking and defending.			
Positioning					
Striking					
Pressure					
Momentum					

Can you bowl a ball with some accuracy and consistency?

Can you show that you communicate with teammates to apply simple tactics?

Can you strike a bowled ball after a bounce?

Use overarm and underarm throwing, and catching skills with increasing accuracy

Knowledge to be taught	Useful pictures / diagrams / weblinks
 Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Rules of the game 	Get Set 4 PE - Scheme of Work - Year 4 Cricket (getset4education.co.uk)
Definitions / technical vocabulary for teachers.	

PE Medium term pla	PE Medium term plan Year 4 Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	Throw and catch and move into a space.	To understand the role of the bowler. Throw the ball overarm.	To develop batting to score points.	Move into a space. To develop fielding skills to limit the batter's score.	To develop my understanding of tactics and begin to use them	To work within a team, communicating and applying the rules of the game.	
Key learning focus for the lesson (s)	To develop overarm and underarm throwing and apply these to a striking and fielding game.	To develop bowling technique and learn the rules of the skill within this game.	To develop batting technique and understand where to hit the ball.	To develop fielding techniques and apply them to game situations.	To play different roles in a game and begin to think tactically about each role.	To apply skills and knowledge to compete in a tournament	
Potential amendments for SEND	Use a lighter ball or bat. Decrease distances.	Use a lighter ball or bat. Decrease distances.	Use a lighter ball or bat. Decrease distances.	Use a lighter ball or bat. Decrease distances.	Use a lighter ball or bat. Decrease distances.	Use a lighter ball or bat. Decrease distances.	

Υ	ear 4 Autumn 2 PE		
Theme: 'Throwing & Catching' Netball	Cross Curricular Links: N/A		
Key vocabulary	Prior learning	Next steps	
Compete	To develop passing and	To have an understanding of the attacking	
Cooperate	moving to maintain	and defending principles of invasion games.	
Alternate	possession.	In all game activities, pupils have to think	
Receiver	Develop accuracy in the	about how they use skills, strategies and	
Contact	shooting action under	tactics to outwit the opposition.	
Extend	pressure.		
Key assessment questions			
Can you apply the rules of the game?			
Can you communicate with your team moving into space to su			
Can you show how to defend an opponent and try to win the b	pall?		
Show how you can pass, receive and shoot the ball with good of	control		
Knowledge to be taught		Useful pictures / diagrams / weblinks	
 Use running, jumping, throwing and catching in isolation 	n and in combination.	Get Set 4 PE - Scheme of Work - Year 3/4 Netball	
 Play competitive games, modified where appropriate a 	nd apply basic principles	(getset4education.co.uk)	
suitable for attacking and defending.			
Rules of the game			
Definitions / technical vocabulary for teachers.			

ivieuluiii teriii pian –	Year 4 – Autumn 2 – P		N/ I 2		W. J. 5	NV. 1 C
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Throw and catch and move into a space.	Throw and catch and move into a space.	Move into a space by running and dodging.	Move into a space by running and dodging. Understand the rules of the game	Throw with good control. Aim at a target	To work within a team, communicating and applying the rules of the game.
Key learning focus for the lesson (s)	To develop passing and moving and play within the footwork rule.	To use a variety of passes to move towards a goal.	To develop movement skills to lose a defender.	To defend an opponent and try to win the ball.	To develop the shooting action.	To apply skills and knowledge to play games using netball rules.
Potential amendments for SEND	Use wide fingers to move the ball. Size/type of ball/target	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.	1:1 modelling of the skill. Use wide fingers to move the ball.

	Year 5 Autumn 1 PE	
Theme: Football	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Aim Attacking Defending Direction Saving Tackle Throwing Turning	Dribble, pass, receive and shoot the ball with increasing control. Move to a space to help team to keep possession and score goals.	Dribble, pass, receive and shoot the ball with increasing control under pressure . Use marking, tackling and/or interception to improve my defence.

Can you dribble, shoot and pass the ball with some control?

Can you show you have mad ethe correct decision of who to pass to and when?

Show have you can use tracking and intercepting when playing in defence.

Show how you can move into a space to keep possession and score.

Knowledge to be taught	Useful pictures / diagrams / weblinks
 Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 	Get Set 4 PE - Scheme of Work - Year 5/6 Football (getset4education.co.uk)
Definitions / technical vocabulary for teachers.	

PE Medium term plan Year 5 Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre-requisite knowledge required before the lesson.	Dribble the ball with feet.	Dribble the ball with feet.	Dribble and pass with control.	Understand the rules of the game and show how to move into different positions.	Show awareness of how to defend.	To work within a team, communicating and applying the rules of the game.
Key learning focus for the lesson (s)	To maintain possession when dribbling.	To dribble with control under pressure.	To select the appropriate skill, choosing when to pass and when to dribble.	To move into and create space to support a teammate	To use the appropriate defensive technique for the situation	To apply rules, skills and principles to play in a tournament
Potential amendment s for SEND	Softer ball	Softer ball	Softer ball	Softer ball	Softer ball	Softer ball

	Year 5 Autumn 2 PE	
Theme: Dance	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
choreograph	Perform dances uses a range of	Perform dances using a range of
choreography	movement patterns.	movement patterns.
collaboratively		Pupils will develop confidence in
genre		performing and will be given the
motif		opportunity to provide feedback and utilise
posture		feedback to improve their own work.
quality		
transition		
Key assessment questions		
Can you accurately copy and repeat a set choreogra	phy?	
Can you confidently perform different styles of dance	ce?	
Can you refine the way you use actions in dance as a	a response to a stimulus?	
Make suggestions on how to improve own and othe	r people's work.	
Knowledge to be taught		Useful pictures / diagrams / weblinks
Develop balance, co-ordination and flexibility.		Get Set 4 PE - KS2 Dance
		(getset4education.co.uk)
Definitions / technical vocabulary for teachers.		

Medium term	plan – Year 5 – Autumn	2 – PE				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	To be creative applying dance skills taught previously.	use movement to explore and communicate ideas	Remember different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Remember different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Remember different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Remember different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.
Key learning focus for the lesson (s)	THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control.	To understand how changing dynamics changes the appearance of the performance.	To understand and use relationships and space to change how a performance looks.	THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.	To work with a partner to copy and repeat actions in time with the music.	To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.
Potential amendments for SEND	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce	Visual prompts Accessories- scarves, balls etc Reminder of instructions/sequen ce

	Year 6 Autumn 1 PE	
Theme: Netball	Cross Curricular Links: N/A	
Key vocabulary	Prior learning	Next steps
Prepare	Pass, shoot, receive a ball	Develop control over the ball. Be able to
Stance	with some control under	Pass, shoot, receive a ball with increasing control
Direct	pressure.	under pressure.
Placement	Have developed some	Work at intercepting sills to improve defence.
Limit	movement skills.	Develop attacking skills.
Recover	Can communicate with my	
Apposing	team. Defend an opponent.	
Appropriate	Develop a shooting action.	
Footwork	Develop a shooting action.	
Key assessment questions		
Show how you can pass, receive and shoot the ball with in	creasing control under pressure.	
Can you mark, move and intercept to improve defence?		
Can you work in collaboration with your team?		
Show how you can create space to help your team?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Further develop passing skills to help maintain possession.		Get Set 4 PE - Scheme of Work - Year 5/6 Netball
Develop attacking sills to lose defenders. Use defending s	kills to gain possession.	(getset4education.co.uk)
Support teammates by negotiating and moving into space	on the court.	
Develop accuracy when shooting and passing the ball.		
Definitions / technical vocabulary for teachers.		

PE Medium term pla	n Year 6 Autumn 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Pass the ball accurately and move into a space.	Pass the ball to teammates and attack.	Have developed some movement skills. Move into space on the court.	Show awareness of how to defend. Defend an opponent.	Shoot with control.	To work within a team, communicating and applying the rules of the game.
Key learning focus for the lesson (s)	To develop passing and moving to maintain possession	To use a variety of attacking skills to lose a defender	To move into and create space to support a teammate	To use defending skills to gain possession	To develop accuracy in the shooting action under pressure	To use and apply skills, principles and tactics to a game situation
Potential amendments for SEND	Use wide fingers to n	nove the ball. Size/typ	e of ball/target			

Theme: Gymnastics		
Key vocabulary	Prior learning	Next steps
Formation Structure Refine Competent Counter balance Counter tension	Produce symmetrical and asymmetrical balances. Rotation jumps and forward straddle and backward rolls. Cartwheel and shoulder stand. Evaluate and improve sequences.	Roll onto sequence work and be able to use apparatus. Develop jumps further and the effects of height. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus.

Can you combine and perform gymnastic actions with control and fluency?

Can you perform sequences using to improve quality?

Can you use flight to travel over apparatus?

Can you use appropriate language to evaluate and refine your own and others' work?

Knowledge to be taught	Useful pictures / diagrams / weblinks
To develop the straddle, forward and backward roll.	Get Set 4 PE - Scheme of Work - Year 6
To develop jumps and explore the effect of height.	Gymnastics (getset4education.co.uk)
To develop inverted movements with control.	
To use flight from hands to travel over apparatus.	
Definitions / technical vocabulary for teachers.	

Medium term plan –	Medium term plan – Year 6 – Autumn 2 – PE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Pre- requisite knowledge required before the lesson.	To be able to complete a forward and backward roll.	Have an awareness of counter balance and tension. gymnast leaning or pushing in one direction while the other does the opposite.	To perform a jump.	Begun to develop the skill of completing movements upside down.	Develop from general jumping on apparatus to focus on jumping for height	Perform a sequence of movements.	
Key learning focus for the lesson (s)	(L1) To develop the straddle, forward and backward roll.	(L3) To develop counter balance and counter tension.	(L5) To develop jumps and explore the effect of height.	(L7) To develop inverted movements with control.	(L9) To use flight from hands to travel over apparatus.	(L11) To create a group sequence using formations and apparatus.	
Potential amendments for SEND	Visual support Lower apparatus 1:1 Modelling and	support.					