



Gladstone Road Primary School Physical Education

Curriculum design, LTP & Vocabulary Progression 2020/2021

PROGRESSION DOCUMENT

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Hop, bounce, spring and skip in different directions i.e. forwards, backwards and sideways.</p> <p>Bounce using feet in different combinations and repeat a pattern of movement.</p> <p>Jump from one foot to two feet and from one foot to the other foot and understand how to land safely.</p> <p>Identify, describe and show "thin" and "wide" shapes and turning jumps.</p> <p>Understand high and low levels and link two jumps with a low-level movement.</p> <p>Apply, adapt and transfer all these ideas, actions and linked movements to simple, low level apparatus at every stage of learning.</p>	<p>Show various ways of travelling and balancing with the body close to or far away from the ground or apparatus.</p> <p>Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground.</p> <p>Take weight confidently on hands to lift the feet high.</p> <p>Plan and link together two or three movements showing control and coordination and an awareness of contrast in speed.</p> <p>Travel underneath a partner who is holding a balanced bridge position.</p> <p>Transfer, modify and apply the ideas and linked movements to appropriate apparatus at every stage of learning, with the emphasis being on body parts close to, and far away from, the apparatus.</p>	<p>Travel showing a range of stretched and curled shapes (eg rolling, jumping and beginning of cartwheel activities) and join together two or more contrasting actions</p> <p>Demonstrate stretched and curled balance on different body parts showing an understanding of high and low positions</p> <p>Identify and perform matching shapes with a partner, facing each other, one behind the other, side by side, or passing over a partner</p> <p>Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, and be able to identify what adaptations were required to enhance the overall performance</p> <p>Adapt and transfer all these ideas and skills onto apparatus at every stage of learning</p>	<p>Show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight</p> <p>Identify and use skills which transfer weight from feet to hands and back to feet again</p> <p>Move smoothly into and from a balance and link balances with travelling and rolling actions</p> <p>Show an understanding of shapes, levels and speeds</p> <p>Create a sequence side-by-side with a partner to show a variety of ways of receiving body weight with control and accuracy, work co-operatively and offer constructive ideas</p> <p>Transfer all these ideas and skills onto apparatus at every stage of development and extend or adapt as appropriate</p>	<p>Identify and show a range of bridge shapes with back and front or side of the body towards the floor or apparatus</p> <p>Understand and demonstrate a variety of high and low level bridges and join two together with a rolling movement</p> <p>Travel in different directions showing a variety of bridge shapes</p> <p>Understand how to move smoothly into and from a variety of bridge shapes individually and with a partner and create a sequence using variations in levels, speeds and directions</p> <p>Understand the range of movements necessary to create a balanced sequence and be able to recognise when one is absent</p> <p>Transfer and extend all these ideas and skills onto apparatus at every stage of learning</p>	<p>Know, understand and use the terms counter-balance and counter-tension (counter-balance is pushing or leaning against a partner; counter-tension is pulling or leaning away from a partner)</p> <p>Show counter-balance/counter-tension balances in twos or threes</p> <p>Know that variations can be developed through changing body shape, being on different levels and pushing or pulling on different body parts</p> <p>Understand, identify and use a variety of methods of moving into and away from balances</p> <p>Link four combined balances with appropriate movements and show variations in shape, level, speed and direction</p> <p>Adapt and transfer all the skills, principles and sequences, including the long one, onto appropriate apparatus</p>
		<p>Demonstrate different ways of travelling on small and large parts of the body.</p> <p>Know which small parts of the body can safely take weight and show high and</p>	<p>Experiencing and identifying different patterns or pathways on the floor, straight, zig-zag and curving.</p>	<p>Identify 'change of front' and understand what it means.</p> <p>Demonstrate $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ turning jumps</p> <p>Move in variety of ways using different directions</p>		<p>Identify and show the five basic jumps (one foot to one foot; one foot to the other foot; one foot to two feet; two feet to two feet; two feet to one foot) and demonstrate a variety of</p>	<p>Understand and use a variety of spatial relationships when working with a partner eg Follow my Leader, side by side, face to face, back to back and meeting and parting</p>



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		<p>low balanced positions using different combinations.</p> <p>Balance upon large body parts and know how to vary the shape of the balances.</p> <p>Select two balances and link them together showing control and change of speed.</p> <p>Make a simple balanced shape for a partner to step over or travel underneath.</p> <p>Select, apply, adapt and transfer knowledge skills and understanding to simple apparatus at every stage of learning.</p>	<p>Identifying the different directions of different pathways.</p> <p>Making pathways on the floor which are large or small.</p> <p>Travelling on the pathways with high or low movement.</p> <p>Experimenting with different movements.</p> <p>Finding appropriate movements to travel different shaped pathways e.g. run and turning, jump repeated several times with create a zig-zag pathway.</p> <p>Partner work. "Follow-my-leader" showing different shaped pathways, and appropriate movements for travelling on them.</p> <p>All these ideas, at every stage, are transferred to appropriate apparatus and adapted and developed as necessary.</p>	<p>eg forwards, backwards, sideways, diagonally forwards, diagonally backwards</p> <p>Understand and show individual actions which in themselves create a change of front and direction (eg cartwheel, rolls, jumps or bunny hops to one side)</p> <p>Select movements and create a sequence to illustrate change of front or direction</p> <p>Transfer all these ideas and skills onto apparatus at every stage of development and extend or adapt the as necessary</p>		<p>clear body shapes in the air</p> <p>Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variations in a pathway</p> <p>Spring from feet to hands and back to feet again</p> <p>Join together with a partner in a controlled manner a jump and roll to show contrasting body shapes (eg tucked jump and stretched roll)</p> <p>Compose a sequence showing two different jumps, landings and rolls, and one action of flight taking weight from feet to hands to feet</p> <p>Transfer all these skills and principles to suitable apparatus with safe and adequate landing areas</p>	<p>Compose an individual sequence comprising travel, jump, roll and balance and then teach it to a partner and perform it together, matching exactly (precise matching – same arm, same leg etc. move at same time)</p> <p>Understand and use mirror movements with a partner (actions are still performed at the same time but opposite limbs are used)</p> <p>Identify and show matching and mirroring balances with a partner showing different shapes (symmetrical and asymmetrical) and levels – some of these balances will have one point of contact</p> <p>Create a sequence linking four balances with travelling, jumping and turning movements. The sequence will show planned variations of speed, level and direction.</p> <p>Adapt and transfer skills, principles and sequences from floor to apparatus at every stage</p>
		<p>Know, understand and show which parts of the body can be used for spinning and rocking.</p> <p>Rock on different body parts to stand up or turn over.</p> <p>Know and understand the safety implications involved in various types of rolling and be able to show</p>	<p>Understand and show a variety of controlled turning jumps e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet.</p> <p>Understand the safety implications and demonstrate a variety of rolls and spins on different parts of the body showing coordination and contrasts in speed.</p>				



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		<p>rolling sideways in curled and stretched shapes.</p> <p>Move into and out of a sideways roll in different ways.</p> <p>Link together a jump, safe landing, and rolling action showing different combinations of shapes (e.g. star shaped jump with a long thin roll) and finish in a stretched position.</p> <p>Apply, adapt and transfer these ideas to appropriate apparatus (special attention should be given to safe landing e.g. land on feet with control before rolling sideways on the mat, and slide to the floor with control before rolling sideways).</p>	<p>Use a jump to link together a turning movement in the air with a turning or spinning movement on the floor.</p> <p>Understand that "fixing" one half of the body to the floor and then turning the other half produces a twisted position and show various ways of moving out of it.</p> <p>Transfer, adapt and apply all of these ideas safely to apparatus at every stage of learning.</p>				
		<p>Observe, copy and describe the movements of others and show a variety of wide and narrow balances.</p> <p>Travel showing long and narrow, wide and short shapes.</p> <p>Know and use a variety of ways of travelling in a curled-up shape.</p> <p>Travel and balance showing an understanding of close to the ground or apparatus and far away from the ground or apparatus.</p> <p>Understand the safety implications and show a tucked jump.</p>	<p>Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels.</p> <p>Understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll, and knees and hips lead into a shoulder stand.</p> <p>Compose a short, simple sequence of three or more movements using different combinations of travel, roll, balance and jump, and show changes in direction.</p>				<ul style="list-style-type: none"> •



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		Join together a jump, turning movement and stretched balance. Transfer, adapt and apply skills, ideas and linked movements to apparatus at every stage of learning.	Perform a simple sequence with a partner. Transfer, adapt and apply knowledge, skills and understanding onto appropriate apparatus at every stage of learning.				
Dance and Yoga							
Physical – Breathing, Balance, Coordination, Flexibility, Strength							
Yoga		<ul style="list-style-type: none"> Begin to develop an understanding of what yoga is. Show awareness of space when travelling. Develop movement with some control. Begin to show focus and concentration when completing breathing exercises 	<ul style="list-style-type: none"> Know what yoga practice involves. Use clear shapes when performing poses. Develop controlled movement and flexibility. Move from one pose to another thinking about my breath. 	<ul style="list-style-type: none"> Build strength and flexibility in seated and standing yoga poses. Begin to show awareness of having a strong foundation for balanced poses. Notice how I am feeling when I follow a breathing exercise. 	<ul style="list-style-type: none"> Keep a strong foundation when performing balances. Strengthen body in standing, seated and balanced poses and forwards and backward bends, Know how breathing techniques can help me to feel calmer. 	<ul style="list-style-type: none"> Use and refine the following skills: flexibility, strength, balance, power and mental focus. Use breathing techniques as a tool for controlling feelings such as anxiety or anger. 	<ul style="list-style-type: none"> Use and refine the following skills: flexibility, strength, balance, power and mental focus. Apply my knowledge of breathing exercises to help me manage emotions across everyday life.
Dance		<ul style="list-style-type: none"> Explore basic body patterns and movements to music. Use a variety of moves, including travelling moves that change direction, speed and level. Practice taking off from different positions. 	<ul style="list-style-type: none"> Explore different levels and speeds of movement. Show contrasts in simple movements with good body shape and position. 	<ul style="list-style-type: none"> Explore dance movements and create patterns of movement. Develop precision of movement. 	<ul style="list-style-type: none"> Identify and practice the patterns and actions of a chosen dance style, Using a range of movement patterns, show an awareness of the music's rhythm and phrasing. 	<ul style="list-style-type: none"> Show fluency and control when practising the patterns and actions of a chosen dance style. Show awareness of the music's rhythm and phrasing when improvising. 	<ul style="list-style-type: none"> Demonstrate flexibility, strength, technique, control and balance in dance performances. Show awareness of and use musical structure, rhythm and mood, and can dance accordingly.
Social – Working Safely, Sharing Ideas and Leadership							
Yoga and Dance		<ul style="list-style-type: none"> Talk about ideas inspired by different stimuli. Work with others to create yoga poses/dance moves. 	<ul style="list-style-type: none"> Choose moves/poses to communicate a mood, feeling or idea. Work with others to create simple flows/ simple dances showing some control. 	<ul style="list-style-type: none"> Work cooperatively with a partner and with a group to create a yoga flow / dance piece. Perform in front of others with confidence. 	<ul style="list-style-type: none"> Create partnered and small group dances that reflect the dancing style and apply the key components of dance. Create and sequence paired yoga poses that reflect the theme of the session. 	<ul style="list-style-type: none"> Listen to others and share ideas with about how to make improvements. Begin to take encouragement and advice from others. 	<ul style="list-style-type: none"> Adapt and refine (in pairs/group) dances/flows to ensure they reflect the chosen dance style / yoga theme. Reflect on how effort leads to success and begin to encourage others to work hard.
Emotional – Calmness, Patience, Understanding, Self-Regulation and Resilience							
Yoga and Dance <i>*yoga specific</i>		<ul style="list-style-type: none"> Recognise how my body feels when still and when exercising. 	<ul style="list-style-type: none"> Say how my body feels when still, when exercising and when relaxing. 	<ul style="list-style-type: none"> Show awareness of my own body and how it moves. 	<ul style="list-style-type: none"> Recognise my thoughts and begin to understand some of my feelings. 	<ul style="list-style-type: none"> 'Tune out' distractions and direct my attention to the present moment. 	<ul style="list-style-type: none"> Show the ability to stick at an activity and find alternative ways if the



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		<ul style="list-style-type: none"> • Begin to show signs of concentration. • Try again with the help of others. 	<ul style="list-style-type: none"> • Keep going even if I failed the first time. • Understand the importance of warming up and cooling down. 	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down, both my body and mind. • Understand the importance of being calm. 	<ul style="list-style-type: none"> • Talk about new experiences with others. • Understand the value of relaxation on both my body and mind. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears. • Show enthusiasm for the ideas of others. • Explore my own feelings and the feelings of others. • Improve my concentration and mood through relaxation techniques. 	<p>first attempt doesn't work.</p> <ul style="list-style-type: none"> • Enjoy new experiences and talk about these with others. • Apply mindfulness and relaxation skills to everyday life, both at home and at school.
Thinking – Selecting Actions, Creating, Performing and Providing Feedback							
Yoga and Dance		<ul style="list-style-type: none"> • Remember, copy and repeat actions, linking poses/moves together. • Say what I liked about someone else's flow/dance. 	<ul style="list-style-type: none"> • Copy, remember and repeat yoga flow. • Compose and perform simple dance phrases to music that show rhythm and control. • Begin to provide feedback using key words. 	<ul style="list-style-type: none"> • Use knowledge of dance / yoga to create a story in small groups. • Perform a dance with rhythm and expression. • Perform a yoga flow with a greater number of poses. 	<ul style="list-style-type: none"> • Respond imaginatively to stimuli related to character/music/ story. • Perform clear and fluent flows / dances that reflect the stimuli/chosen dance style. • Evaluate my own and others' work. 	<ul style="list-style-type: none"> • Perform fluent dances that vary in direction, space and rhythm and show characteristics of the different styles, eras and cultures. • Perform yoga sequence that includes a variety of poses including standing, seated and balanced postures. 	<ul style="list-style-type: none"> • Create and perform dances in a variety of styles consistently. • Construct and perform yoga flows using balances and transitional movements. • Use appropriate criteria and terminology to evaluate strengths and weaknesses in my own and others' performances.
Games							
Invasions Games	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> • Throw underarm • Bounce and catch a ball (by self and with a partner) • Use hand-eye coordination to control a ball. • Catch a variety of objects with increased confidence • Vary types of throw. • Kick and stop a ball using confident foot while static • Kick and move with a ball. 		<p><u>Bench ball (as invasion)</u></p> <ul style="list-style-type: none"> • Use throwing and catching skills in a game. • Practise accuracy of throwing and consistent catching. • Play a game fairly and in a sporting manner. <p><u>Football skills – Kick it</u></p> <ul style="list-style-type: none"> • Develop different kicks • Develop dribbling skills for control using inside and outside of foot • Be aware of others when playing games. 		<p><u>Netball</u></p> <ul style="list-style-type: none"> • Demonstrate basic passing and receiving skills using a netball. • Develop an understanding and knowledge of the basic footwork rule of netball. • Use good hand/eye co-ordination to pass and receive a ball successfully. • Develop skills in the range of passes – chest pass, overhead pass, bounce pass and 	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • Understand the basic rules of tag rugby. • Practise technique to hold and pass a Rugby ball (sideways and back). • Practise technique to catch and receive a Rugby ball • Work as a team, using ball-handling skills. • Pass and carry a ball using balance and coordination.



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		<ul style="list-style-type: none"> • Develop catching and dribbling skills. • Use ball skills in a mini festival. 		<ul style="list-style-type: none"> • Choose the correct skills to meet a challenge. • Perform a range of actions, maintaining control of the ball. 		<p>understand which pass to use depending on the distance the ball needs to travel.</p> <ul style="list-style-type: none"> • Understand the importance of 'getting free' in order to receive a pass. • Understand how to make space by moving away and coming back and by dodging. • Be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • Learn how to shoot. • Understand the different positions in a netball team (five-a-side). • Recognise which positions are attacking and which are defending. 	<ul style="list-style-type: none"> • Use skills learned to play a game of tag rugby. • Apply rules and skills learned to a game. • Play in a mini tag rugby competition.
Striking and Fielding			<ul style="list-style-type: none"> • Throw a ball for distance. • Develop catching skills. • Practise accuracy of throwing and consistent catching. • Learn how to hold a bat appropriately. • Position the body to strike a ball. 	<p>Kick it</p> <ul style="list-style-type: none"> • Consolidate and develop a range of skills in striking and fielding. • Develop and investigate different ways of throwing and know when it is appropriate to use them. 		<p>Rounders</p> <ul style="list-style-type: none"> • Develop and investigate different ways of throwing, and to know when each is appropriate. • Use ABC (agility, balance, co-ordination) to field a ball well. • Use ABC (agility, balance, co-ordination) 	<p>Cricket</p> <ul style="list-style-type: none"> • Develop skills in batting and fielding. • Use fielding skills to stop the ball effectively. • Throw and catch under pressure. • Choose fielding techniques. • Run between the wickets.



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			<ul style="list-style-type: none"> • Use throwing and catching skills in a game. • Play a game fairly and in a sporting manner • Learn skills for playing striking and fielding games. • Use fielding skills to play a game. 	<ul style="list-style-type: none"> • Practise the correct technique for catching a ball and use it in a game. • Consolidate and develop a range of skills in striking and fielding. • Practise the correct technique for fielding and use it in a game situation. • Strike the ball for distance 		<p>to move into good positions for catching and apply it in a game situation.</p> <ul style="list-style-type: none"> • Use hand-eye coordination to strike a moving and a stationary ball. • Develop fielding skills and understand their importance when playing a game. • Learn the different fielding roles and their importance in the game (i.e. backstop, bowler, 1st post, 4th post, deep fielders) • Play in a competitive situation, and to demonstrate sporting behaviour (rounders). 	<ul style="list-style-type: none"> • Run, throw and catch with confidence and accuracy. • Develop a safe and effective overarm throw. • Learn batting control. • Learn the rules for cricket. • Learn the role of wicket keeper. • Play in a tournament and work as team, using tactics and all the skills learned in order to beat another team.
Net/wall				<p><u>Bench ball (net version)</u></p> <ul style="list-style-type: none"> • Throw the ball back and forth to a partner over a small space • Begin to throw a ball over a net • Move from a ready position into an attacking/ defending position quickly 	<p><u>Volleyball</u></p> <ul style="list-style-type: none"> • Identify and apply techniques for hitting a volley ball. • Develop the techniques for ground strokes and volleys. • Develop the basic skills in volleyball – passing, serving, digging and spiking (blocking and setting) • Practise all techniques. • Use the scoring system and court for volleyball. 		<p><u>Tennis/Badminton</u></p> <ul style="list-style-type: none"> • Become familiar with balls/shuttles and rackets. • Demonstrate and use the correct grip of the racket • Learn how to get the ball/shuttle into play. • Use good hand/eye co-ordination to be able to contact the shuttle/ball with the face of the racket. • Accurately serve (tennis- underarm; badminton – low serve)



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					<ul style="list-style-type: none"> • Play a volleyball game using a serve and the correct selections of shots. 		<ul style="list-style-type: none"> • Build up a rally (increasing accuracy of strokes). • Develop the techniques for different shots (ground strokes and volleys for tennis). • Develop a backhand technique and use it in a game. • Use the scoring system and court for singles tennis or badminton. • Play a variety of shots in a game situation and to explore when different shots should be played. . • Play a game using correct serves (an overhead serve for tennis; low or high serve for badminton) and the correct selections of shots. • Understand how to use different shots to outwit an opponent in a game. • Develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used
Athletics							
	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, 	<ul style="list-style-type: none"> • Use varying speeds when running. • Explore footwork patterns. 	<ul style="list-style-type: none"> • Run with agility and confidence. 	<ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique. 		<ul style="list-style-type: none"> • Select and maintain a running pace for different distances. 	<ul style="list-style-type: none"> • Use correct technique to run at speed. • Develop the ability to run for distance.



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	catching or kicking it.	<ul style="list-style-type: none"> • Explore arm mobility. • Explore different methods of throwing. • Practise short distance running 	<ul style="list-style-type: none"> • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style. • Run for distance. • Complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini-competition, recording scores. 		<ul style="list-style-type: none"> • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in a competition. 	<ul style="list-style-type: none"> • Throw with accuracy and power. • Identify and apply techniques of relay running. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • Demonstrate good techniques in a competitive situation.
Swimming							
				<ul style="list-style-type: none"> • Develop basic pool safety skills and confidence in water. • Develop travel in vertical or horizontal position and introduce floats. • Develop push and glides, any kick action on front and back with or without support aids. • Develop entry and exit, travel further, float and submerge. • Develop balance, link activities and travel further on whole stroke. • Show breath control. • Introduction to deeper water. • Treading water. 		<p>As Year 3 plus:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. 	



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				<ul style="list-style-type: none"> • Use a range of strokes effectively (front crawl, backstroke & breaststroke). • Swim competently, confidently and proficiently for at least 25m. • Perform safe self-rescue in different water-based situations. 			
Outdoor and Adventurous Activities							
Acquiring and developing skills				<ul style="list-style-type: none"> • Map colours and common basic symbols • Use maps and diagrams to orientate themselves and successfully navigate around a simple course • Undertake simple orienteering exercises both indoors and in the school grounds • Apply the safety considerations required when participating in a particular activity • Participate in a range of activities which involve working with and trusting others 	<ul style="list-style-type: none"> • Read a map using more complex keys and symbols to complete a variety of orienteering exercises • Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc. • Construct a basic shelter in a safe environment 	<ul style="list-style-type: none"> • Plan and organise a simple orienteering trail using a variety of map reading and compass skills • Make more complex route choices • Develop skills in unfamiliar and varying terrain • Apply the skills and safety requirements for survival in an outdoor environment 	<ul style="list-style-type: none"> • Show increasing control when performing more advanced survival skills • Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings • Plan and undertake a journey in the outdoors • Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering
Selecting and Applying skills				<ul style="list-style-type: none"> • Respond to simple challenges and problem solving tasks in a familiar environment • Listen and follow instructions and 	<ul style="list-style-type: none"> • Respond to more varied challenges in different environments • Recognise what is needed to keep themselves and others safe 	<ul style="list-style-type: none"> • Devise appropriate responses to challenges and tasks and adapt to changing circumstances 	<ul style="list-style-type: none"> • Plan and respond to more complex challenges in different environments and in unfamiliar circumstances



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				recognise what is needed to keep themselves safe	<ul style="list-style-type: none"> • The need for and correct use of specialist equipment 	<ul style="list-style-type: none"> • Accept responsibility for personal and group safety 	<ul style="list-style-type: none"> • Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed
Evaluate and Improve				<ul style="list-style-type: none"> • Talk about what they and others have done using the appropriate key words. • Make suggestions with guidance about how to improve performance • Use visual and linguistic prompts effectively to guide discussion and improve performance 	<ul style="list-style-type: none"> • Describe what they and others have done using an increasing range of vocabulary in order to improve their performances • Make use of ICT to view performances 	<ul style="list-style-type: none"> • Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary • Record, view and evaluate their own performances independently 	<ul style="list-style-type: none"> • View and appraise their own and others performances with confidence using range of appropriate language
Health and Fitness							
	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.			<ul style="list-style-type: none"> • Show an understanding of how the body is affected by exercise • Understand the importance of warming up properly • Know that heart rate will be raised during physical activity and why this is important • Practise activities to improve fitness • Measure and record results • Begin to evaluate improvement in fitness and technique linked to practice 	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down properly (preparing body and preventing injury) • Learn fitness skills during circuit training • Practise and improve fitness skills • Measure and record results • Begin to measure their pulse rate accurately • Begin to evaluate the effect of fitness activity on pulse rate 	<ul style="list-style-type: none"> • Know how exercise affects the body in the short-term. • Warm up and prepare appropriately for different activities. • Explain why physical activity is good for health and well-being. • Understand that wearing appropriate clothing and being hygienic is good for health and safety. • Consolidate existing skills and gain new ones. • Perform actions and skills with more consistent control and quality. 	<ul style="list-style-type: none"> • Select appropriate warm ups and cool downs to prepare/recover for/from different activities • Use the correct technique in a variety of circuit exercises • Understand the core muscles of the body and their importance • Use the correct techniques in a range of exercise aimed to strengthen the core muscles • Understand the muscles in the arms and legs and their importance



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						<ul style="list-style-type: none">• Measure effects of exercise on pulse rate over time• Evaluate the effect of differing fitness activity on pulse rate	<ul style="list-style-type: none">• Use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs• Understand the importance of cardiovascular training• Use the correct technique in a variety of circuit exercises and improve on previous results
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KS1 Skills Progression Real PE Scheme						
	Unit 1 Personal (6 lessons)	Unit 2 Social (6 lessons)	Unit 3 Cognitive (6 lessons)	Unit 4 Creative (6 lessons)	Unit 5 Applying Physical (6 lessons)	Unit 6 Health and Fitness (6 lessons)
Year 1	<ul style="list-style-type: none"> Stay on task with help. Follow instructions. Practise safely. Work on simple tasks by myself. 	<ul style="list-style-type: none"> Play with others with help. Take turns. Work sensibly with others. Sharing. 	<ul style="list-style-type: none"> Follow simple instructions. Understand and follow simple rules. 	<ul style="list-style-type: none"> Observe and copy others. Explore and describe different movements. 	<ul style="list-style-type: none"> Travel and move confidently in different ways. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together. 	<ul style="list-style-type: none"> Describe simple changes to the way I feel when I exercise. Explain why exercise is important for good health.
Year 2	<ul style="list-style-type: none"> Follow instructions. Practise safely. Work on simple tasks by myself. Keep trying if at first I don't succeed. Ask for help when appropriate. 	<ul style="list-style-type: none"> Take turns. Work sensibly with others. Sharing. Help, praise and encourage others in their learning. 	<ul style="list-style-type: none"> Understand and follow simple rules. Name some things I am good at. Begin to order instructions, movements and skills. Recognise similarities and difference in performance and explain why someone is working or performing well. 	<ul style="list-style-type: none"> Explore and describe different movements. Begin to compare movements and skills with those of others. Select and link movements together to fit a theme. 	<ul style="list-style-type: none"> Perform a range of skills with some control and consistency. Perform a sequence of movements with some change in level, direction or speed 	<ul style="list-style-type: none"> Explain why exercise is important for good health. Say how my body feels before, during and after exercise. Use equipment appropriately. Move and land safely.



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KS1 Fundamental Movement Skills Progression Real PE Scheme

	Static Balance	Dynamic Balance	Coordination & Agility
Year 1	<p>On both legs:</p> <ol style="list-style-type: none"> Stand still for 10 seconds Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down. Hold mini-front support position. Reach round and point to ceiling with either hand in mini-front support. Stand on line with good stance for 10 seconds. 	<ol style="list-style-type: none"> Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble. Jump from 2 feet to 2 feet forwards, backwards and side-to-side. Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side. Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands 	<ol style="list-style-type: none"> Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left). Sit and roll a ball down legs and around upper body using 2 hands. Stand and roll a ball up and down legs and round upper body using 2 hands. Side-step in both directions. Gallop, leading with either foot. Hop on either foot. Skip. Roll a ball, chase and collect it in balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. From 1, 2 and 3 metres: React and catch large ball dropped from shoulder height after 2 bounces. React and catch large ball dropped from shoulder height after 1 bounce.



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Year 2	<p>On both legs:</p> <ol style="list-style-type: none"> Stand still for 30 seconds. Complete 5 mini-squats Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side. Place cone on back and take it off with other hand in mini-front support. Hold mini-back support position. Place cone on tummy and take it off with other hand in mini-back support. Stand on low beam with good stance for 10 seconds 	<ol style="list-style-type: none"> Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom. Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally. 	<ol style="list-style-type: none"> Sit and roll a ball up and down legs and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand. Combine side-steps with 180° front pivots off either foot. Combine side-steps with 180° reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left). Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce.
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KS2 Real PE Skills Progression (including Fundamental Movement Skills) Lower KS2
Real PE Scheme

	Unit 1 Personal (6 lessons)	Unit 2 Social (6 lessons)	Unit 3 Cognitive (6 lessons)	Unit 4 Creative (6 lessons)	Unit 5 Applying Physical (6 lessons)	Unit 6 Health and Fitness (6 lessons)
Year 3	<ul style="list-style-type: none"> Know where I am with my learning Begin to challenge myself 	<ul style="list-style-type: none"> Show patience and support others Listen well to others about our work. 	<ul style="list-style-type: none"> Understand the simple tactics of attacking and defending. Explain what I am doing well Begin to identify areas for improvement 	<ul style="list-style-type: none"> Make up rules and versions of activities with others. Respond differently to a variety of tasks or music 	<ul style="list-style-type: none"> Perform and repeat longer sequences with clear shapes and controlled movement. 	<ul style="list-style-type: none"> Describe how my body feels during and after exercise. Explain why we need to warm up and cool down
	<p>FUNS 10 Co-ordination – footwork RED</p> <ol style="list-style-type: none"> Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zigzag pattern forwards. <p>FUNS 1 Static Balance – 1 leg RED</p> <p>On both legs:</p> <ol style="list-style-type: none"> Stand still for 30 seconds with eyes closed. Complete 5 squats. 	<p>FUNS 6 Dynamic Balance – Jumping and landing RED</p> <ol style="list-style-type: none"> Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. <p>FUNS 2 Static Balance – seated RED</p> <ol style="list-style-type: none"> Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. 	<p>FUNS 5 Dynamic Balance – On a line RED</p> <ol style="list-style-type: none"> March, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. <p>FUNS 9 Co-ordination – Ball skills RED</p> <p>In 20 seconds or less:</p> <ol style="list-style-type: none"> Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. 	<p>FUNS 8 Co-ordination – Sending and receiving RED</p> <ol style="list-style-type: none"> Strike a ball with alternate hands in a rally. Kick a ball with the same foot. <p>FUNS 7 Counter balance – In pairs RED</p> <ol style="list-style-type: none"> Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 	<p>FUNS 12 Agility Reaction and response RED</p> <p>From 1 metre:</p> <ol style="list-style-type: none"> React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p>FUNS 3 Static Balance – Floor work RED</p> <ol style="list-style-type: none"> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support. 	<p>FUNS 11 Agility – Ball chasing RED</p> <ol style="list-style-type: none"> Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. <p>FUNS 4 Static Balance – Stance RED</p> <ol style="list-style-type: none"> Receive a small force from various angles. Raise alternate feet 5 times.



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Year 4	<ul style="list-style-type: none"> Know where I am with my learning Challenge myself 	<ul style="list-style-type: none"> Show patience and support others Listen well to others about our work. I am happy to show and tell them about my ideas 	<ul style="list-style-type: none"> Understand the simple tactics of attacking and defending. Explain what I am doing well Identify areas for improvement 	<ul style="list-style-type: none"> Make up my own rules and versions of activities. Respond differently to a variety of tasks or music Recognise similarities and differences in movements and expression 	<ul style="list-style-type: none"> Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency 	<ul style="list-style-type: none"> Describe how and why my body feels during and after exercise. Explain in more detail why we need to warm up and cool down
	<p>FUNS 10 Co-ordination – footwork RED</p> <ol style="list-style-type: none"> Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zigzag pattern forwards. Move in a 3-step zigzag pattern backwards. <p>FUNS 1 Static Balance – 1 leg RED</p> <p>On both legs:</p> <ol style="list-style-type: none"> Stand still for 30 seconds with eyes closed. Complete 5 squats. Complete 5 ankle extensions. 	<p>FUNS 6 Dynamic Balance – Jumping and landing RED</p> <ol style="list-style-type: none"> Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. Complete a tucked jump with 180° turn in either direction. <p>FUNS 2 Static Balance – seated RED</p> <ol style="list-style-type: none"> Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds. 	<p>FUNS 5 Dynamic Balance – On a line RED</p> <ol style="list-style-type: none"> March, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. <p>FUNS 9 Co-ordination – Ball skills RED</p> <p>In 20 seconds or less:</p> <ol style="list-style-type: none"> Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. 	<p>FUNS 8 Co-ordination – Sending and receiving RED</p> <ol style="list-style-type: none"> Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet <p>Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p>FUNS 7 Counter balance – In pairs RED</p> <ol style="list-style-type: none"> Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance 	<p>FUNS 12 Agility Reaction and response RED</p> <p>From 1, 2 and 3 metres:</p> <ol style="list-style-type: none"> React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p>FUNS 3 Static Balance – Floor work RED</p> <ol style="list-style-type: none"> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support. 	<p>FUNS 11 Agility – Ball chasing RED</p> <ol style="list-style-type: none"> Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Complete above challenges with tennis ball. <p>FUNS 4 Static Balance – Stance RED</p> <ol style="list-style-type: none"> Receive a small force from various angles. Raise alternate feet 5 times. Raise alternate knees 5 times.



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			3. Stand with legs apart and move a ball around alternate legs 16 times.	and then move back together. 3. Perform above challenges with eyes closed.		4. Catch ball at chest height and throw it back.
KS2 Real PE Skills Progression (including Fundamental Movement Skills) Upper KS2 Real PE Scheme						
	Unit 1 Cognitive (6 lessons)	Unit 2 Creative (6 lessons)	Unit 3 Social (6 lessons)	Unit 4 Applying Physical (6 lessons)	Unit 5 Health and Fitness (6 lessons)	Unit 6 Personal (6 lessons)
Year 5	<ul style="list-style-type: none"> Have a clear idea of how to develop my own and others' work Recognise and suggest patterns of play which will increase chances of success Begin to develop methods to outwit opponents 	<ul style="list-style-type: none"> Respond imaginatively to different situations Adapt and adjust my skills, movements or tactics 	<ul style="list-style-type: none"> Give and receive sensitive feedback to improve myself and others. Begin to negotiate and collaborate appropriately 	<ul style="list-style-type: none"> Use combinations of skills confidently in sport specific contexts. Perform a range of skills in practice situations 	<ul style="list-style-type: none"> With others, select and perform appropriate warm up and cool down activities. Begin to identify possible dangers when planning an activity 	<ul style="list-style-type: none"> Begin to see all new challenges as opportunities to learn and develop. Recognise some of my strengths and weaknesses Set myself appropriate, achievable targets
	FUNS 9 Co-ordination – Ball skills BLUE In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times.	FUNS 2 Static Balance – seated BLUE 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side	FUNS 5 Dynamic Balance – On a line BLUE 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).	FUNS 1 Static Balance – 1 leg BLUE On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. FUNS 6 Dynamic Balance – Jumping and landing BLUE	FUNS 4 Static Balance – Stance BLUE 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. FUNS 10 Co-ordination – footwork BLUE	FUNS 11 Agility – Ball chasing BLUE 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball.



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	<p>FUNS 12 Agility Reaction and response BLUE From 1 and 2 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>	<p>using same hand (both directions). FUNS 3 Static Balance –Floor work BLUE 1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support.</p>	<p>3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. FUNS 7 Counter balance – In pairs BLUE 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.</p>	<p>1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing.</p>	<p>1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</p>	<p>FUNS 8 Co-ordination – Sending and receiving BLUE 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p>
Year 6	<ul style="list-style-type: none"> • Share clear ideas of how to develop my own and others' work. • Recognise, suggest and incorporate patterns of play which will increase chances of success • Develop methods to outwit opponents 	<ul style="list-style-type: none"> • Respond imaginatively to different situations, • Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others 	<ul style="list-style-type: none"> • Give and receive sensitive feedback to improve myself and others. • Negotiate and collaborate appropriately 	<ul style="list-style-type: none"> • Use combinations of skills confidently in sport specific contexts. • Perform a range of skills fluently and accurately in practice situations 	<ul style="list-style-type: none"> • Self-select and perform appropriate warm up and cool down activities. • Identify possible dangers when planning an activity 	<ul style="list-style-type: none"> • See all new challenges as opportunities to learn and develop • Recognise my strengths and weaknesses • Set myself appropriate , but challenging targets
	<p>FUNS 9 Co-ordination –Ball skills BLUE In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses,</p>	<p>FUNS 2 Static Balance – seated BLUE 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds.</p>	<p>FUNS 5 Dynamic Balance – On a line BLUE 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle.</p>	<p>FUNS 1 Static Balance – 1 leg BLUE On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed. FUNS 6 Dynamic Balance- Jumping and landing BLUE</p>	<p>FUNS 4 Static Balance – Stance BLUE 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body. FUNS 10 Co-ordination – footwork BLUE 1. Combine 3-step zigzag patterns with cross-over</p>	<p>FUNS 11 Agility – Ball chasing BLUE 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p>



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	<p>with and then without a bounce.</p> <p>FUNS 12 Agility Reaction and response BLUE</p> <p>From 1, 2 and 3 metres:</p> <ol style="list-style-type: none"> 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce. 	<p>FUNS 3 Static Balance –Floor work BLUE</p> <ol style="list-style-type: none"> 1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support. 	<p>4. Complete all red challenges with eyes closed.</p> <p>FUNS 7 Counter balance – In pairs BLUE</p> <ol style="list-style-type: none"> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner’s opposite foot. 	<ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee, freezing on landing. 	<p>(swerve) when changing lead leg.</p> <ol style="list-style-type: none"> 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. 	<p>FUNS 8 Co-ordination – Sending and receiving BLUE</p> <ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.
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